

The Modern Language Journal

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TRAVEL FOR TEACHERS

Most young graduates planning to teach modern languages would like to study and travel abroad. Hardly any have the money. They teach a bit and then look around. If they return to the graduate school they will achieve an A.M. in successive summers or by a full year of work. The degree adds to their security, prestige, and salary. Going abroad increases their effectiveness in the class room. It gives certain intangible results not pragmatically comparable to the degree. The best way to get a good position is to remain in sight and call of the home university.

It is hard to get any position from abroad, even if the head of the student's home department is willing to forgive him for deserting his classes. It is true that after the master's degree the sin of abandoning the graduate school is not so unpardonable. But in the case of a brilliant student particularly interested in university teaching, the doctorate looms before him. Travel and even residence in a European university with its complications interfere at least in the matter of time with the necessity of carrying forward efficiently the business of the degree.

This is a real difficulty, a matter of human nature, of mere distance as well. Students who in their zeal to acquire a genuine mastery of a foreign language actually take the plunge and spend a full year or more in Europe eagerly attempting to reach their goal, find themselves in a hard situation when they are ready to seek the place for which they are well fitted. There is no one at home to speak energetically for them and far off voices are faint. Foreign certificates and diplomas, except for the doctor's degree itself, scarcely count at all. Professors prefer students under their own hand or at least those highly recommended by trustworthy colleagues elsewhere. Superintendents like to interview candidates

and they demand the master's degree. It is very expensive in time and money to manage both travel and the degree.

In the middle west at least the situation therefore is confused. It is hard to advise a conscientious student. Nowadays we prepare students in improved fashion to handle the languages without actual foreign contact. Yet I suppose few university professors would maintain that for practical purposes of high school instruction, a graduate year at home (about as expensive as if spent abroad) is really as valuable as a year of study and travel in Europe. But in advising students and thinking in terms of landing a job we cannot help urging them to stay at home and swell the numbers in our classes. We think and say that teachers should perch on both horns of the dilemma, but in the majority of the cases it is impossible.

A fatally large proportion of teachers stay in the profession for less than five years. Among the women—*les gros bataillons*—the energetic, attractive teachers of personality, character, and reasonably good physical equipment are apt to cut their service much shorter than five years. The exceptions which do exist appear miraculous cases. All this is very useful for the universities. What on earth would we do if teaching were a life profession attractive permanently to married persons of both sexes? Where would we place our graduates? The very thought makes one shiver with dread. Of course we can comfort ourselves with the fact that there is not the slightest ground for alarm. The term of service will not lengthen noticeably. The master's degree is the inevitable limit of the average ambition. Thinking in terms of five years, to take this haphazard number, foreign travel and study is a pleasant but quite impractical idea except for that phoenix, the well-to-do teacher. Perhaps also the present xenophobia, which I am sure is a strong characteristic of the American attitude, is a factor in the situation. The natural and historic suspicion of every thing foreign which one finds everywhere cropping out in America tends to keep our young graduates in the shadow of the home university.

I do not know whether there are statistics as to how many modern language teachers have ever left America, but surely for the whole country the proportion is not large. Even in universities, where teaching is more a life profession, the number of

instructors and professors thoroughly acquainted with European conditions, and speaking a single foreign language well, is not at all impressive. There are plenty of professors who have never done more than take, once in a lifetime, a flying trip in the summer as a sop to Cerberus, and who show a great but natural embarrassment when obliged to speak to a foreign professor in his own tongue. Moreover, conditions seem to be getting worse rather than better, in spite of improved teaching technique. In America we are in this respect far behind Europe. There exists abroad a large proportion of modern language teachers who speak the English language. We are a long distance off, financially speaking, and teaching is not a well paid profession.

We know well enough what universities should do, admitting, as we must, that foreign travel and study are practically indispensable for good modern language instruction. When a student is working in successive summers for the A.M., we should persuade him to take one of them in Europe, give full credit for it and count this work heavily in our recommendations. A Spanish student has at his disposal Cuba, Porto Rico, and Mexico, as well as Spain. A trip to Germany or France is not greatly out of proportion in expense as compared with a summer in one of our own universities. Candidates for the doctorate should spend one of the preparatory years abroad. Students should not undertake foreign study without definite arrangements for a position when they return. We should do our part however in helping them. Instead we are recommending purely scholarly preparation at home both in season and out of season. We act almost as if good high school teaching were a corollary of graduate classes alone. We neglect the question of a practical command of the foreign language, except in so far as we can give something of it at home and, secondly, an understanding of foreign conditions such as residence alone can give.

This second question is of real importance, though it is unfortunately vague and general. By our attitude we make it impossible to do much in the teaching of modern languages towards making our students take a less anti-foreign attitude in regard to the problems of the world.—Which are also the problems of America. We cannot present well without a first hand knowledge, a point of view which will lead to a better world under-

standing. I should say that no intelligent man can look at our world and not feel profound anxiety over the future. The ghastly specter of possible war, when we see before us all the conditions which have always brought war in the past, must constantly present itself to our minds. It even disturbs occasionally the eternal shortsightedness and official complacency of our politicians. We all feel no doubt that a sympathetic understanding with the rest of the world is what America needs most today. We know how impossible it seems for our government even to sign a treaty pledging us never to make war on France. Yet there is little chance that our young high school teachers, in spite of the master's degree, or even our university professionals, spending practically their entire lives in America, can do anything serious towards influencing America to take a broader standpoint. I am sure that we are alive to the scholarly demands of our profession. The Modern Language Journal offers vigorous and constant evidence of our interest in technical advance. But we are confused as to the need of foreign study and travel. It results that college and high school students taught by home trained teachers receive partial and uninformed conceptions of everything outside of the United States.

In a teachers' journal it is high treason to be pessimistic and not to end with a constructive program. All that I have tried to do is to recognize the fact that modern language teaching makes exceptionally heavy demands on those who are ambitious to become competent. In spite of American advantages the dread disease *faute d'argent* not to speak of *faute de temps* weakens the effectiveness of our work everywhere by keeping teachers from Europe. That teachers know it, is shown by the fact that summer trips, hasty and superficial but still almost invaluable are taken every year by thousands of ambitious teachers. These trips are cheap, well organized and well conducted (I have conducted a few myself). The jibes at summer parties only give a good chance for a reply emphasizing their value. The Smith College plan for students with some resources, the Delaware plan with a wider appeal, are steps in the right direction. There is a mounting list of endowed scholarships for the most brilliant and promising young scholars. School boards admit more generally the need for a system of leaves of absence. Exchanges of teachers as well

as distinguished professors can easily become more general. Teachers associations, journals like this one, and other bodies can do a great deal in working to extend our possibilities in these directions. If we admit our deficiencies and our needs we can find adequate remedies.

S. H. BUSH

University of Iowa

SUMMER STUDY FOR THE FOREIGN LANGUAGE TEACHER*

THE rapid multiplication of summer courses in the modern foreign languages, both in this country and abroad, reflects their growing popularity with our teachers. Many persons who cannot manage leave of absence from regular teaching find it possible to spend an occasional summer, or a part of one, in the land where the foreign language is spoken. We publish the subjoined list in the hope of lending further encouragement to this general movement. Our information is unfortunately not complete, and we are forced to rely largely upon last year's prospectuses and announcements.

AUSTRIA

Residential study tours to Austria, France, Germany, and Spain are offered by the School of Foreign Travel, 110 E. 42nd St., New York.

Vienna. July 16 to August 12. Language courses, excursions, lecture courses. Austro-American Institute of Education, Elisabethstr. 9.

Salzburg.

Innsbruck.

Aldrans.

DENMARK

Elsinore.

FRANCE

Bagnères-de-Bigorre. (Hautes Pyrénées.) Courses of the Univ. of Toulouse.

Besançon.

Boulogne. Calais. Courses of the Univ. de Lille.

Caen. Institut Pédagogique International.

Clermont-Ferrand.

Dieppe.

Dijon.

Gavarnie (Hautes Pyrénées).

Grenoble.

Lisieux.

Nancy.

Paris. Sorbonne.

Collège de la Guilde.

*The Institute of International Education. 2 West 45th Street, New York, is the chief source of information regarding opportunities for study abroad.

Cours de Vacances de l'Alliance Française, 101, boulevard Raspail.

Intercollegiate French School. Write Temple Tours, Park Square Building, Boston.

Saint Servan. Courses of the Univ. de Rennes.

Strasbourg.

Tours.

GERMANY

Study Tour to Germany. Write Miss Martha Schreiber, University of Wisconsin.—Another tour is being organized by Prof. J. E. Hawkins, Baylor University, Waco, Texas.

Berlin. Deutsches Institut für Ausländer.

Hamburg.

Heidelberg. June 25 to August 24. Write Augustinerstrasse 15, Heidelberg.

Marburg.

Munich. American Institute, Hubertusstr. 22. Write Dr. Leslie D. Bissell, Windsor, Conn.

HOLLAND

The Hague.

Leiden.

HUNGARY

Budapest. August 25 to September 20. Instruction in English or German.

ITALY

Florence.

Naples.

Palermo.

Pavia.

Perugia.

Pisa.

Rome.

Siena.

Tivoli.

Venice.

MEXICO

Mexico City.

PORTO RICO

Rio Piedras.

PORTUGAL

Coimbra.

SPAIN

Study tour to Spain. Write J. H. Nunemaker, University of Wisconsin. Another tour is being organized by W. M. Barlow, Curtis High School, Staten Island, N. Y.

Barcelona.

Burgos.

Granada.

Jaca (Huesca). Courses of the Univ. of Zaragoza.

Madrid. Centro de Estudios Históricos.

Intercollegiate Spanish School. Write Temple Tours.

Salamanca.

Santander. Courses of the Univ. of Liverpool, in August.

Write E. Allison Peers.

SWITZERLAND

Geneva.

Lausanne.

Locarno.

Neuchatel.

UNITED STATES

Cleveland, Ohio. French and German Courses. Write E. B. de Sauzé, Cleveland School of Education.

Middlebury, Vt. Courses in French and Spanish. June 29 to August 17. Write the Secretary of the Summer Session.

Mt. Holyoke, Mass. Courses in German conducted by L. L. Stroebe. Write the secretary of the summer school.

New Haven, Conn. Linguistic Institute for philological study. Write Prof. E. H. Sturtevant, Yale University.

Pennsylvania State College. Course in French. Write the director of the Summer Session.

THE TUNE OF PERSUASIVE ARGUMENT

SIDNEY LANIER, in chapter X of the "Science of English Verse" discusses "tune in speech: its nature and office." He says "that ordinary talk is a series of tunes and that the greater part of expression is carried on by means of melodies rather than words"—that "tunes, melodies, distinctly formulated patterns of tones varying in pitch, exist not only in poetic readings, but in all the most commonplace communications between man and man by means of words" and that "such tunes are not mere accidents but are absolutely essential elements in fixing the precise signification of words and phrases" and so on, through an exceedingly interesting exposition of the subject.

Through instinct and habit, we apply these tunes quite unconsciously when using the mother tongue. Instinct and habit will not help us though, when we speak a foreign language, because each language has its own characteristic and subtle patterns of tone. The speech tunes of one language carried over into another form a large element in what is known as a foreign accent. The tunes of American speech are quite different from those heard in England, and what amuses us about the utterance of our island cousins is not so much the different pronunciation of certain vowels or consonants as a strikingly alien manner of formulating tone-patterns and the placing of melodic accent on an unexpected syllable.

This is the third article in a series dealing with certain characteristic little language melodies which may frequently be heard in French speech. The previous articles appeared in the *MODERN LANGUAGE JOURNAL*, Nov. 1924 and May 1926.

"La mélodie de raisonnement" would be an appropriate name for the speech-tune to be considered, but as a literal translation of the words into English does not convey the same meaning, the more cumbersome label, "the tune of persuasive argument" will be used. The melody is associated with argument when used in speeches of persuasion, supplication, or exhortation, and is

patterned thus:

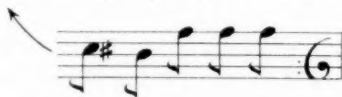
or, in musical notation, thus:



As the illustrations show, the first syllables of the tone-group are spoken on a fairly level pitch, though there may be a slight, gradual falling of pitch. There is a leap upward on the penult. The last syllable is attacked on a tone slightly lower than that of the preceding, the voice then gliding downward to a tone in the lower register. The interval involved in the upward leap is usually about a sixth. The note of the penult and the note of attack of the last syllable are separated by an interval varying from a half-tone to a minor third. As the lower tones of the speaking voice lack clearness of pitch, the interval of the downward slide is indicated by an arrow in the diagrams and notations.

With certain public speakers, the use of the tune of persuasive argument is so frequent that it becomes a mannerism. This is due to a certain attitude in regard to the public. Earnest protestant preachers with a strong conviction of the importance of their mission constantly admonish their hearers to the tune of this speech-melody. Lecturers eager to be understood and appreciated sometimes fall into the habit of using this tune, as though always combatting a possible contradiction.

The three following examples were noted during sermons in French protestant churches. The first one (a) was spoken by a pastor in Grenoble. He said, "Sans la lecture et la réflexion sur l'écriture sainte, nous ne pouvons pas être chrétiens comme nous devons l'être." The tone group may cover a short sentence as in



(a) comme nous devons l'être.



(b) Il est quand même resté son enfant!"



(c) "doit se faire sentir."

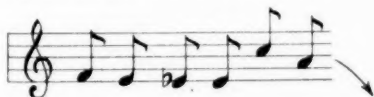
(b) or it may accompany the last group of a longer sentence as in (a) and (c). The examples (a) and (c) express exhortation. Though the first part of the sentence is lacking in (c), we have the idea of admonition in the verb "doit." In (b), referring to the story of the prodigal son, we have reasoning colored with emotion.

The classic tragedies contain many speeches of argument and supplication in which, as presented on the stage, one hears the oft recurring *tune of persuasive argument*.

Mlle. Briey of the Odéon employed it frequently (season 1921-22) and the actress who played the part of suivante (Odéon) used it to the point of monotony.

Mlle. Briey as Pauline (Polyeucte III, 3) said,

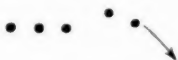
"N'écoutez point pour lui ces maximes cruelles.



En épousant Pauline *il s'est fait votre sang.*"

and again, Polyeucte V, 3—

"Mais, s'il est insensé, *vous êtes raisonnable.*"



The italicized words represent the tone-group under consideration. An actor playing Félix (Polyeucte V, 3) used the tune for the italicized words of the following verse: *Peux-tu voir tant d'amour sans en être touché?*

Monsieur Brunot in an "explication grammaticale" of Phèdre at the Sorbonne used the tune of persuasive argument as indicated in the following verses:

Hé repoussez Madame *une injuste terreur*
Regardez d'un autre oeil *une excusable erreur.*"

Monsieur Brunot might or might not desire to have this reading, which he made during a grammar lesson, held up as a model for the interpretation of the passage. If he had been reading for dramatic effect, he might not have cared to intone two consecutive verses in the same manner. However, Mlle. Briey chose this speech-tune

for the interpretation of both hemistiches of the same verse while playing Bérénice, Act IV, scene 6.



"Votre deuil est fini
rien n'arrête vos pas."

The following passages with italicized word-groups illustrate the use of the tune of persuasive argument. They were noted during performances of "Le Misanthrope" in Paris 1922. (Théâtre du Vieux Colombier and Lucien Guitry's tri-centenary performances.)

Le Misanthrope I, 1.

Philinte: Mais quand on est du monde, il faut bien que l'on rende
Quelques dehors civils *que l'usage demande.*

A force de sagesse, *on peut être blâmable.*

Alceste I,2

Si l'on peut pardonner l'essor d'un mauvais livre
Ce n'est qu'aux malheureux *qui composent pour vivre.*

II,3 Célimène

Et jamais quelque appui qu'on puisse avoir d'ailleurs
On ne doit se brouiller *avec ces grands braillleurs.*

If the passages from which these lines are taken be examined, it will be seen how the tune of persuasive argument sparingly used reinforces the thought.

The speech-tune here discussed sometimes accompanies phrases which contain a concessive element. This is the case in the lines of Alceste quoted above, "ce n'est qu'aux malheureux *qui composent pour vivre.*" Mme. Suzanne Bing, who gave a reading of "l'École des Maris" at Columbia University in 1919, provided an interesting specimen of this concessive use. Isabelle, having told Sganarelle (II, 5) that she wishes to return unopened a note sent her by her lover, advises the old man not to break the seal, but, she adds



Je ne veux pas pourtant gêner votre désir

This intonation forecasts the next words "La lettre est en vos mains et vous pouvez l'ouvrir."

A French professor said, "Les puristes sont justifiés dans leur sévérité *au point de vue de la syntaxe*," accompanying the italicized words with the tune of persuasive argument. The context is lost, but we know through the intonation the attitude taken toward the purists. The professor differs with them though he makes a concession as far as "syntax" is concerned.

The warning given in previous articles not to attempt to sing examples of speech whose movement is given on a staff, cannot be over-emphasized. Musical notations give the pattern of intonation more accurately than can be done by other means, and they indicate roughly the size of the intervals used. The speaker, unlike the singer, is not held to a musical scale built of half-tones and whole tones. He may use any fraction of a tone, but our ear, at best, is so imperfect, that it would be futile to go into such subtleties as attempting to indicate the ninth of a whole tone, a matter suggested as a possibility by Sidney Lanier in the tenth chapter of the *Science of English Verse*. For the practical purpose of indicating the scheme of a speech-tune, the half-tone is quite adequate to show the smaller changes of pitch existent in the tune.

CLARA STOCKER

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AN EXPERIMENT IN FIRST YEAR FRENCH

IN THE MODERN LANGUAGE JOURNAL for October, 1926, appeared a report entitled "An Experiment in Second Year French."¹ The satisfactory results of this experiment procured a grant from the Commonwealth Fund to make possible a similar experiment in First Year French during the year 1926-27.

At the University of Iowa the sliding scale of foreign language requirement based on what the student has done in high school permits many students to discontinue the study of foreign languages after only one year. Those in charge of the experiment were convinced that the single skill that can best be acquired by students in first and second year classes in French is ability to read.

For the purpose of the experiment the twelve sections of First Year French were divided into two groups of six each, one group designated as Experimental, the other as Control.² In the Control sections the methods employed were those used by the department for several years and included the usual English-French approach to grammar and attempts to give the student a little skill in several aspects of the language. In the Experimental sections the following techniques were employed:

Grammar: grammatical material that presented the subject from a strictly French-English point of view was prepared and sold to students in mimeographed form. Study of this material, including 30 of the most common irregular verbs, was completed during the first semester (classes met four times per week). During the second semester the essentials were reviewed and application made to reading texts.

Vocabulary: As vocabulary material, Henmon's French Word List (Bureau of Educational Research, University of Wisconsin), was used. During the first semester, classes were given the five hundred most frequent words in lists of thirty or thirty-five, one list each week. On each list there was a test and a review test

¹ At the University of Iowa.

² To remove disturbing factors classes were not sectioned on the basis of ability and several instructors had a section of each group.

and tests over larger units were held from time to time. During the second semester the next five hundred words were taken up in like manner.

Idioms: Each time that a new reading text was begun, classes were given a list of idioms compiled from the text. They were told to learn these idioms at once as they would be found in the book they were reading. Tests and review tests were given on the idioms.

Pronunciation: This subject was taught by a set of simple definitions and rules for spelling. No attempt was made to teach details and fine distinctions. There was constant drill on the application of the rules and objective tests were given. Practice in pronunciation was required and students were frequently assigned in advance a page of the reading text to prepare for oral reading in classroom. All mistakes in pronunciation were corrected by referring to the rules violated.

Reading: Reading of an easy text was begun at the end of the second week. At first there was careful translation of French into English, but gradually the students' efforts were shifted from translation to comprehension and questions on the content of the text took the place of translation. The questions were sometimes in French, sometimes in English, but answers were given in English. (Justification for this procedure lies in the fact that a student may frequently turn a French question into a statement which constitutes an answer and not know what either the question or the answer means.) As each book was finished a comprehension test based on it was given. After the first text students were usually required to read half of the new text in class, finish it outside of class and be responsible for it on a combination comprehension and content test. In addition to this minimum reading the better students in all sections were encouraged and required to do additional reading on an individual basis. Many looked upon this as a real opportunity and took good advantage of it.

Ear training: Ear training, although a secondary matter for the objective in view, was not neglected. Students were often required to close their books, listen to passages read by the teacher and give the content of them in English. Questions in French also supplied ear training, and during the second semester some of the ordinary class "business" was carried on in French, but no at-

tempt was made to turn the classes into classes in so-called conversation.

Tests: All tests given during the semester were prepared by the director of the experiment and the research assistant. These tests were of the most approved objective type. Instructors reported scores on each test to the research assistant, who computed the grade curve for the assistance of the instructor in marking his students.

Record books: Instructors were furnished with specially prepared record books in which the achievement of each student on every test was recorded. In this way the instructor knew at all times what progress each student was making. As tests were carefully graded and returned promptly, each student also knew what his particular deficiencies were. Students were informed that tests were made up from the items missed by the majority of the class, but no time would be wasted in testing them on what they knew.

Examinations: At the end of each semester all sections were given a uniform, objective examination, but the control and experimental sections were given two questions each of which was made up especially for each type of section. These were questions on grammar and on verbs. This was necessary because the control sections had taken up grammar in the traditional or synthetic fashion and questions of grammar which were suitable to the experimental sections would not be fair to the control sections. The control sections had not taken up as many irregular verbs and therefore could not be given the same questions on this item as the one set for the experimental sections.

At the end of the second semester a similar examination was given to all sections but in this examination the only question which had to be different for each type of class was the question on grammar. The results of these examinations follow in statistical form.

STATISTICAL REPORT ON RESULTS OF EXPERIMENT

A. Elementary French—First Semester.

In the first semester of 1926-27, 294 students, divided into 12 sections, were involved in the experiment. Of these twelve sections,

6 (152 students) were designated *Experimental*, and were taught by the technique described in the first part of this report; the other 6 were designated *Control* sections (142 students) and taught in so far as possible by methods previously in use at the University of Iowa, and were used as a basis of comparison to show the superiority, if any, of the new technique over the old. To obtain a measure of the average aptitude of students in each section, and of all students in the *Experimental* group as compared with all students in the *Control* group, the Foreign Language Aptitude Test, Form B, of the Iowa Placement Series, was given at the beginning of the semester. Table I below shows comparisons based on this test.

TABLE I
APTITUDE TEST SCORES

Section		No. of Students		Mean Score		Mean Percentile		Rank	
I. Control		13		79.3		69		1	
II. Exp.		25		73.8		61			2
III. Exp.		26		72.9		59			3
IV. Control		26		72.84		59		4	
V. Exp.		28		72.6		58			5
VI. Exp.		28		69.1		53			6
VII. Exp.		20		68.9		52			7
VIII. Exp.		25		68.3		51			8
IX. Control		25		66.8		48		9	
X. Control		31		66.1		47		10	
XI. Control		26		62.1		40		11	
XII. Control		21		53.9		29		12	
Dep't. Mean		23+	25+	66.13	71.79	44	55		

At the end of the semester the achievement (in Comprehension, Idioms, Vocabulary and Pronunciation) of the two types of sections was measured by an objective test prepared by the experimenters.

The reliability of this test found by correlating evens and odds and using the Spearman prophecy formula (Brown's) was $.924 \pm .009$.

Table II gives results on this examination for each of the 12 sections, and also compares the Control sections as a group with the Experimental sections as a group.

The "raw" average for each section has been changed into a percentile average. This percentile shows how many students out of each 100 were above, and how many were below each mean. For example, on the Achievement Test, the percentile average of Section V is 66. That means that for every hundred students registered in Elementary French, 44 received higher scores and 65 lower scores than the average student in this particular class. The ranks show which section stood first, which second, etc., on the aptitude test, and the same thing for the achievement test.

TABLE II

	Mean Percentiles				Ranks			
	Aptitude		Achievement		Aptitude		Achievement	
I. Control	69		51		1		7	
II. Exp.		61		42		2		8
III. Exp.		59		52		3		6
IV. Control	59		59		4		5	
V. Exp.		58		66		5		1
VI. Exp.		53		63		6		2
VII. Exp.		52		60		7		3
VIII. Exp.		51		59		8		4
IX. Control	48		34		9		9	
X. Control	47		27		10		11	
XI. Control	40		32		11		10	
XII. Control	29		19		12		12	
Department Mean	44	55	35	58				

A comparison of the ranks on the placement and the achievement test for the Experimental and Control sections shows that: (1) four experimental sections ranking 5, 6, 7, 8, (on aptitude test) and forming the middle one third of the twelve sections, ranked 1, 2, 3, 4, on the achievement test and formed the upper one third of the 12 sections. (2) two experimental sections ranking 2 and 3 on the aptitude test dropped to ranks of 8 and 6 respectively on the achievement test. (3) only one control section, ranking 11 on the placement test, raised its rank one place on the achievement test. (4) three control sections ranking 1, 4 and 10 on the placement test, dropped to rank 7, 5, 11 respectively on the

achievement test. (5) two control sections, 9 and 12, maintained the same ranks.

In addition to the comparison made in Table II above, the Experimental sections were compared as a group with the Control

TABLE III

	Experimental	Control
Entire Examination		
Mean	148.38	132.16
Sigma (dis)	25.27	27.16
Sigma (A. M.)	2.05	2.28
$\frac{D}{\sigma(\text{diff})} = \frac{16.22}{3.06} = 5+$		
Comprehension		
Mean	83.59	78.52
Sigma (dis)	14.245	18.33
Sigma (A. M.)	1.15	1.53
$\frac{D}{\sigma(\text{diff})} = \frac{5.07}{1.91} = 2.65$		
Idioms		
Mean	9.26	7.49
Sigma (dis)	2.91	3.015
Sigma (A. M.)	.235	.253
$\frac{D}{\sigma(\text{diff})} = \frac{1.79}{.345} = 5+$		
Vocabulary		
Mean	31.862	24.746
Sigma (dis)	7.18	6.82
Sigma (A. M.)	.580	.582
$\frac{D}{\sigma(\text{diff})} = \frac{7.116}{.821} = 8+$		
Pronunciation		
Mean	23.90	21.408
Sigma (dis.)	6.68	6.84
Sigma (A. M.)	.540	.574
$\frac{D}{\sigma(\text{diff.})} = \frac{2.492}{.788} = 3+$		

B. Elementary French—Second Semester

sections by computing measures of central tendency, variability, and difference. Table III shows these measures, as well as their reliabilities for (1) the achievement test as a whole, (2) each part of the test.

The final figure in each case (*i.e.* 5+, 2.65, 5+, 8+, and 3+), obtained by dividing the actual difference between the two averages by the sigma (*diff.*), shows whether or not the obtained difference could have been due to chance. If the resultant figure is 3 or over (as it was in all cases save one) the difference between the two

TABLE IV

Section	Mean Score Placement		Mean Score Achievement		Ranks Place- Achievement	
					ment	ment
I. Control	87		137.6		1	8
II. Control	76.9		167.8		2	5
III. Exp.		72.5		171.5	3	4
IV. Exp.		70.2		166.3	4	6
V. Exp.		68.9		176.0	5	2
VI. Exp.		67.9		172.4	6	3
VII. Control	67.2		124.2		7	11
VIII. Exp.		66.8		177.3	8	1
IX. Control	65.5		129.9		9	9
X. Control	64.2		128.2		10	10
XI. Control	59.0		114.3		11	12
XII. Exp.		58.8		149.7	12	7
	67.6	68.4	133.0	169.2		

NOTE: Since the average of the Experimental and Control groups on the Placement Test were practically the same they were not changed into percentile scores.

types of sections could not have been due to chance. This means, that were it possible to conduct a large number of experiments under the same conditions, in all of them there would have been a difference, larger or smaller than the one obtained, but always in favor of the experimental sections. In the case of Comprehension, where 2.65 was obtained, one could be sure of a difference in favor of the Experimental sections in 99.2 cases out of every hundred. So that for all practical purposes the difference obtained for Comprehension may also be considered completely reliable.

TABLE V

	Experimental	Control
Entire Examination		
Means	169.2	133.0
Sigma (dis)	38.840	35.08
Sigma (A. M.)	3.00	3.02
$\frac{D}{\sigma(\text{diff})} = \frac{36.2}{4.25} = 8+$		
Comprehension		
Mean	62.7	56.8
Sigma (dis)	12.180	13.056
Sigma (A. M.)	1.05	1.12
$\frac{D}{\sigma(\text{diff})} = \frac{5.9}{1.53} = 3.8$		
Verbs		
Mean	27.4	20.8
Sigma (dis)	7.738	7.702
Sigma (A. M.)	.668	.665
$\frac{D}{\sigma(\text{diff})} = \frac{6.6}{.943} = 6.9$		
Vocabulary		
Mean	47.8	33.9
Sigma (dis)	13.605	12.870
Sigma (A. M.)	1.175	1.112
$\frac{D}{\sigma(\text{diff})} = \frac{14}{1.617} = 8+$		
Idioms		
Means	14.3	7.7
Sigma (dis.)	3.780	4.508
Sigma (A. M.)	.325	.389
$\frac{D}{\sigma(\text{diff})} = \frac{6.6}{.507} = 13+$		
Pronunciation		
Means	16.9	13.5
Sigma (dis)	3.707	3.894
Sigma (A. M.)	.320	.336
$\frac{D}{\sigma(\text{diff})} = \frac{3.4}{.463} = 7+$		

At the end of the second semester there remained 268 students, 134 in the Experimental group, and 134 in the Control group to be compared. An achievement test was given which contained in addition to Comprehension, Idioms, Vocabulary, and Pronunciation, a section on Verbs. The reliability of this test computed as for the first semester was found to be $.88 \pm .014$. A comparison of the new averages on the Placement test with the averages on the final Achievement test is presented in Table IV.

Table V compares the two types of sections on the achievement examination, giving measures of central tendency, variability, difference, and their reliabilities.

An examination of Table V shows that (1) differences between the Experimental and Control groups were even greater the second semester than the first; (2) all differences between the groups were entirely reliable, whereas the first semester all were 100% reliable with the exception of comprehension.

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REFLECTIONS ON THE HENMON WORD BOOK

IN THE preface to the *Henmon French Word Book*,¹ the hope is expressed that it will be of use to teachers of French in the selection of word lists for drill purposes, and to makers of beginners' texts in French.

The fact that this list represents a passive vocabulary necessary for the understanding of the printed page seems to have been lost sight of in much of the discussion that the publication of this list has inspired. Mr. Wood² goes so far as to say that "with the aid of the Henmon and similarly derived lists, text-makers will probably find that most of the *recondite* words now used by them can be replaced with words of permanent value which will at the same time serve all legitimate pedagogical expediences." Should then the words he finds common to from fourteen to eight text books:³ *jeudi*, *automne mai*, *retard*, *avril*, *comédie*, *encre*, *fourchette*, *italien*, *mardi*, etc., be replaced, because they are not found in the Henmon list, by such words as *appétition*⁴ 10, *absinthe*, 6, *ammophile*, 7, *audition*, 6, *auditif*, 14, *centrifuge*, 7, *centripète*, 6, *cognitif*, 6, *conduction*, 5, *estimative*, 7, *graticule*, 6, *psychique*, 24, *hyménoptère*, 6, *hypnose*, 13, *processus*, 8, *primordiale*, 6, *olfactif*, 6, *piastre*, 7, *tactile*, 15, *sensitif*, 40, *cortical*, 5, *baobab*, 14, *makis*, 6, etc., which are found in it? We had supposed that the battle for the teaching of a modern language as a living tongue was won long ago.

In using this Word Book the teacher in the making of beginners' texts and in the selection of words for drill needs the same common sense that he has always needed. No such list was necessary to make him appreciate the importance of the definite article, and he looks upon the counting of its occurrences, 27, 749 times, a fatuous waste of time. So with the whole frame-work of the language—the indefinite and partitive articles, pronouns of all sorts, possessive and demonstrative adjectives, prepositions,

¹ University of Wisconsin, Bureau of Educational Research Bulletin, No. 3, September, 1924.

² A Comparative study of the vocabularies of sixteen French Textbooks by Ben D. Wood, *Modern Language Journal*, February, 1927. p. 267.

³ We cite, omitting the proper names, pp. 267, 268.

⁴ The numbers after words in this paper are the Henmon frequencies.

conjunctions and primitive adverbs—all words of little significance by themselves, impossible to use alone for the purpose of drill, and acquiring significance only as dependents or representatives.

But aside from all such words the frequency of employment of a word as given in this Word Book is no criterion either as to its fitness for a beginners' text or as a word for drill. Because *nain*, 66, is found in 400,000 words of running discourse, twice as often as *pain*, 33, is it therefore to be preferred? Every word is valuable, we may even say indispensable, when the need arises for its use as a vehicle of thought or emotion. In reading France's *Abeille*, *nain* is a key word. To a man starving on the streets of Paris it is conceivable that *pain* might be infinitely more important. *Papier*, 30, is perhaps twice as needful a word as *plume*, 15, but we have nothing with which to write on it, neither *encre*, *crayon*, or *craie*. *Fille*, 295, is vastly more important than *fil*, 144, *été*, 41, than *hiver*, 21, to know the verb *jurer*, 38, more than six times as valuable as to know *labourer*, 6. *Dessert* is not necessary but one may have apples, (*pomme*, 26,) or, at a pinch, cherries, (*cérise*, 7), but no grapes! The word *raisin* is not in the list. To the spiritual man believing, *croire*, 314, is of course incomparably beyond cooking, *cruire*, 7. One may call a doctor, *médecin*, 25, but he can give neither *médecine* nor *médicament*, because these are not found in the Word Book. *Pacha*, 52, is more entitled to a place in a word list for drill purposes than *président*, 37, *pape*, 28, or *artiste*, 16. *Août* is, it appears, a word of permanent value but not *mars*, *avril*, or *mai*, for these are not recognized. In teaching numbers, *seize* must be omitted because it is not found in the Word Book. *Onze*, 11, and *treize*, 8, are relatively unimportant.

In words the frequency of which is the same, the teacher still needs orientation. *Auréole*, *huile*, *nappe*, *mouton*, *harangue*, *aube*, *foin*, *globule*, and many others are found six times; which shall he choose? Or, if it is words of a frequency of 25 or more that he must use in a beginner's book he must select from such words as *art*, *vague*, *retour*, *propriété*, *montre*, *misère*, etc., all with a 31 frequency. Good judgment is still at a premium.

Words of life and action are the natural heritage of children. Common sense dictates that such words be used for drill purposes. Forty per cent of this list of words is the common property of the English and French tongues. In general, only those words of this

category which do not always have the same connotation in the two languages are suitable for drill. In addition to this, the number of abstract terms in a reading vocabulary is naturally large, so that a maker of a beginners' text-book or of lists of words for drill purposes would be hard-pressed to find suitable subjects in this list. The variety of nouns in existing texts, far from being "unnecessary and pedagogically vicious" would be desirable if they were all such as those cited by Mr. Wood⁵ as not found in the Henmon list. None of these is either recondite or lacking in permanent value. If standardization is sought, a committee of outstanding actual teachers of French might be formed to agree upon a suitable vocabulary for the teaching of French as a living language. This would not preclude the acquiring of a passive vocabulary.

With any one of the twelve beginners' books examined by Mr. Wood it is safe to say that a pupil under a good teacher would learn, in addition to the pronunciation, the main accidents of the elements, and the general construction of the language. Having learned these, it is highly desirable that the new text the student undertakes *should* "contain so many new items as to require doubling his previous stock."⁶ If it does not, the student may make less progress in acquiring even a reading knowledge of the language than he did in his first year.

Difficulty of vocabulary should by no means be the only or even the principal criterion for the period of instruction at which a given text should be read. With the aid of the Henmon Word Book, the vocabulary difficulty of 37 texts has been studied by Mr. Carl Johnson.⁷ The list as presented in order of difficulty is interesting and instructive. But as a first text for reading, would any teacher be justified in choosing *Le Bourgeois Gentilhomme* No. 1 rather than *Sans Famille*, No. 3, because it has fewer uncommon words per running thousand? Or, later, *Le Cid*, No. 17, before *Le Roi des Montagnes*, No. 19, or *Andromaque*, No. 21, before *Le Tour de la France*, No. 23, or *Colomba*, No. 24? For youth it is imperative and for adults desirable that a generous amount of prose be read before a masterpiece in verse be attempted. The reasons are

⁵ Wood, o. c. p. 271.

⁶ *Ibid.*, o. c. p. 271.

⁷ *Modern Language Journal*, February 1927, pp. 290 ff.

obvious for seventeenth century works. But take the modern romantic verse drama, *Cyrano de Bergerac*, No. 31. Is there any comparison between the difficulty of appreciation of this by High School pupils and of *La Nouvelle France*, No. 35?

The first question to ask in regard to a text is whether its spiritual content is fitted to nourish and inspire those who are to read it. The second question is whether its literary form, of which the lexicological is but one factor, is appropriate. Fortunately all these 37 texts may be read in the order given with more or less profit according to the nature and mental development of the pupil and the excellence of the teacher. It would be a sad day for education if standardization could take all the joy from teaching as it has taken the joy of work from so many toilers in our factories.

As for the making of standard examinations, if the passage given to test the reading knowledge of a pupil contains one or more "uncommon words," the meaning of these can easily be given. He would be a narrow-minded teacher who would fail a student because he did not know a really uncommon word,⁸ whether or not he had been "exposed" to it.

There are some forms in the Henmon Word Book that are due undoubtedly to typographical errors: *act*, *département*, *dévoter*, *effronte*, *somnambulism*, *quatre-vingt*, *audessus*, *conter*, *communir*, etc. But there are others that would seem to need some modification if the list is reprinted as it undoubtedly will be when the count is completed of a million words of running discourse. Are *actif*, 62, *alerte*, 6, *bas*, 124, always used as adjectives? Are *blanc*, 122, and *nouveau*, 137 found only in the masculine? Compare *franc*, *franche*, 5, *Beau*, *belle*, *bel*, 350. Can the masculine of *partielle*, 5, and of *visuelle*, 22, not be used? *Réparateur*, 11, is an adjective of permanent value, but the feminine *réparatrice* cannot be approved? Is *baiser*, 30, noun or verb? Is *voler*, 34, the verb *to steal* or *to fly*? Is *mine*, 16; English *mine* or *mien*? Is *manche* used fifteen times as sleeve or handle? Is *vague*, 31, noun or adjective? Why should *reins*, 5, and *makis*, 6, be entered in the plural? If the infinitive represents the verb in all its forms on what ground does *consacres*, 6, appear? If *pour que*, 16, be given as well as *pour*, 1279,

⁸ cf. Wood, o. c., p. 271.

should not *bien que* be given as well as *bien*, and especially should not *afin que* or *afin de* be given rather than *afin*, 49, which is never used unaccompanied by *que* or *de*?

The more one studies the Word Book the more questions arise, and the more one is convinced that when the million count shall have been completed, the makers of beginners' texts and of lists of words for drill will have an interesting book but one less useful to him than his *Petit Larousse*.

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THOUGHTS AND AFTER-THOUGHTS ON A SUCCESSFUL CERCLE FRANÇAIS

THE main purpose of this paper is to give an account of what real boys and girls with a keen interest in the study of French and a pride in their school actually accomplished during the five semesters in which time I had the privilege of being their sponsor. What some of the alumni think of the value of Le Cercle Français as shown in letters from them forms the conclusion to the following account.

Except for one semester, the meetings of the Cercle were conducted entirely in French. Aside from monthly business meetings, committee meetings, consultations with the club advisor, and short monthly programs, the following events stand out as factors which have established traditions in Le Cercle Français and which are serving as stimuli to succeeding groups as time passes.

In November, 1924, Monsieur le Comte Henri Pierre Williamson de Visme was invited to come to Detroit to give a *conférence* at the Alliance Française and to address the Modern Language Teachers' Association of the city. The new Cercle Français, inspired by the desire to have a "real French speaker" and seeking to establish its status as one of the successful organizations of our high school by proving its initiative, conceived the idea of inviting M. de Visme to give a *causerie* in French not only to our club and the French classes in our school, but to *all* the French pupils in the senior high schools of the city. M. de Visme graciously accepted the invitation, which had been planned and written in French by the club officers. Letters in French were sent out by the club to the students and teachers of the other high schools, to the city supervisor of foreign languages, and to the superintendent of high schools. The success of the *causerie* was enormous. M. de Visme, recognizing in his audience beginners as well as advanced students, gave a most clever direct method rendering of "Le Hareng Saur," which was followed by a short talk on the beauty of the French language. The third and fourth year students went to hear him speak at the Alliance Française on "Un Continent Disparu." The next day in class—I had given them no lesson to prepare—they eagerly discussed in French the details

of his *conférence*. It is not surprising that the impetus given the Cercle by this first success carried it a long way. The fourth year students were proud of their ability to understand a speaker who did not talk in the confines of the class-room. They continued to attend lectures and plays at the Alliance and at City College. They were even called upon to usher at affairs where only French was spoken.

In December of the same year, 1924, the Christmas spirit called for a gala affair. The first banquet given by the Cercle—*now* banquets are a traditional part of the year's program—was held in the school. The pupils worked together to assemble the wording of the menu in French and to prepare the evening's entertainment. M. Henri Dutoit, member of the French faculty of Central High School, was invited to speak on "Noël à Paris." The chairmen of the second, third, and fourth year classes recited little speeches prepared and rehearsed beforehand for the occasion. Mimeographed sheets of French songs were passed out between courses; the singing was led by an able music student, also an active member of the Cercle. The French teachers were called on by the president to say a few words about Christmas in France.

In March, 1925, the club had presented with success the little one act play, "Pauvre Sylvie." When the Modern Language Teachers' Association of Detroit met at Northwestern High School in May, the Spanish, German, and French clubs of the high school cooperated in furnishing the program. "Pauvre Sylvie" was repeated. In addition, the scene between Argan and Louison from Molière's "Le Malade Imaginaire" was also presented. The play had been studied that semester in the fourth year class. The preparation of the program had necessitated many rehearsals. Fifteen characters were needed for the casts of the two presentations. Interest had won a great victory, however, and those who could not come after school arrived at 7:30 in the morning to go through their rôles. The performance was a genuine success, and even the native teachers from other high schools and City College were astonished and delighted.

The originality of the Cercle in arranging its first program of the year—the *causerie* of M. de Visme—had elicited from the high school newspaper favorable publicity in the form of a lengthy article. This was succeeded by other articles appearing at intervals

during the year, discussing in detail our programs, activities, and plans for the future. The benefits to the members were twofold. First, the lessons in the French classes became more intriguing because the members saw in them materials for the club programs; second, the members vied with each other to find clever ideas for the Cercle and ingenious methods for advertising their club to the various French classes. As a result, the members unwittingly raised the standard of scholarship in the classes, and increased the membership in the club. During the year French compositions of two members appeared in the high school magazine. Dramatizations from such class texts as "Les Oberlé" and "Les Misérables," prepared for enrichment of the class hours, proved so successful that they were repeated for the club. A keen minded boy found in the main library the "Encyclopédie Française." He consulted it for program material and incidentally for points to use as proof in a high school debate given in English. One girl found in the French room of the public library interesting books on travel in France, the customs of the people, the old monuments, and the manner of dress. She sent the members to consult them after obtaining my approbation. Another found Victrola records in French. They were sent to the school to be heard (and judged!). Still others went through my files, books, and magazines to select what they considered good publicity material. They decorated the blackboards, ordered a French flag, changed the pictures, articles, notices, and clippings on the bulletin boards. I was forced to work night and day myself to help the members organize, select, and present material.

In December, 1925, a Christmas party was held in the school for all the pupils of the French classes. The several teachers were consulted and each agreed to select from her classes program material for the afternoon. Two hundred pupils attended. There were French dances, songs, piano and violin solos, two plays—one written by a member of the club, and gifts. More members joined.

In the meantime the Greek Club of the school had conceived the idea of awarding a gavel each semester, after the second marking of the scholarship records, to the club which had the greatest *increase* in scholarship over the previous semester's ranking. The Cercle Français stood in *eleventh* place in a list of

thirty-four clubs in spring, 1926; in November, 1926, the Cercle did not win the gavel but it had jumped to *fifth* place.

Two splendid events mark the spring semester of 1926. Helen Konkol, an excellent French student and a capable organizer of student activities, was elected president. Her ability and enthusiasm kept the members constantly at work. The first notable event was our Easter program for which the club sold tickets at six cents each. Three hundred pupils came. The Board of Education provided stereopticon slides of the chateaux of the Loire. One of the members had arranged a pageant of the provinces as dreamed by an American school boy who had fallen asleep over his lesson in "Histoire de France" by Lavissee. The six girls representing La Bretagne, La Normandie, L'Alsace, La Lorraine, La Provence, and La France made their own costumes and with my help wrote little selections to give. French solo music, songs, and refreshments made every guest happier. The proceeds of the entertainment so augmented the club treasury that an art fund was instituted to purchase something of lasting value for the school. As a result, two colored etchings were ordered from France to hang in the school halls.

The banquet was held in May. Traditions were now established, for the club was almost two years old. Letters were sent to every graduate member of the Cercle. Ten returned, among them the three past presidents. M. de Lattre of City College gave a delightful *causerie*. Each ex-president, in speaking, stressed the value of belonging to an organization where classroom learning in French was accompanied and supplemented by real activity in the language.

In the summer of 1926, the president of the club died, following an operation for appendicitis. When September came, the Cercle Français, under the leadership of a new inspired president, Cecelia Liberman, resolved that Helen's work of the preceding year should be carried on as she would have done. In every meeting her name was mentioned. Her memory to the older members became a living flame, to the new members an ideal.

In November, 1926, an afternoon program was given by the Cercle not only for the pupils of the French classes, but also for any pupils of the school who were interested. Eleven cents admission was charged—the uneven amount arouses curiosity and

more tickets are sold than at ten cents—the proceeds to be utilized to buy a lasting gift for the school in memory of Helen. For this program, the president wrote a beautiful story of medieval times, in French, of course, told as a prologue by a charming girl in costume. The story was then acted out and danced in costumed pantomime by two members, while French music, selected and played by our most gifted member, served as the accompaniment. Three members presented the play, “Un Bureau de Télégraphe,” a charming one act skit for two girls and one boy. They took charge of the stage setting themselves, utilizing several colorful posters of the Railways of France for a background. It was so well done that we repeated it at the club convention program in December. Members of the faculty present thought it the most finished number of the program. As a result, it was repeated a third time for the Parent-Teachers Association of our high school in January, 1927.

In January, the club presented to the high school library the two volumes of “Histoire de la Littérature Française” by Bédier et Hazard which had been ordered from France after the program in November, 1926. One of the members had made the book-plates. On each is inscribed:

Présentée
par
Le Cercle Français
en Souvenir
d' *Hélène Konkol*, Quatrième Présidente,
Morte en Août, 1926.

In December, 1926, the third banquet was held in the school. Not only members of the club and alumni were present, but also teachers of our faculty interested in extra-curricular activities and in French. A quaint recital of old French songs rendered by M. and Mme. Duprat and a delightful *causerie* on “Noël en France” by M. René Muller made up the greater part of the evening's entertainment. Members who had studied one year of French said, “We could really understand part of it—about Noël!”

None of the work done by the Cercle Français has been accomplished alone. The members cooperated with the other French teachers, the French classes, the faculty and principals, the music, science, art and home economics departments, the library, the

director of our school lunch-room. They solicited help from French residents of our city, from City College, other high schools; they wrote to colleges and universities for books on procedure; they sent to France for books, songs, maps, catalogues, and magazines. They started correspondence with French students in lycées and small schools. No mere enumeration can cover the area of contacts the members had. Personally, I believe the greatest gain was what the Cercle gave to its weak members—those who could only listen, but who came faithfully to every meeting, who executed every task which implied no creative knowledge, and who were so stirred by the beauty of an evening banquet that they could only sit and watch—tears in their eyes.

What Some of the Alumni Think of the Le Cercle Français.

I. "The production of playlets stimulated the interest of students in the great dramatic literature of France as well as inciting their curiosity and their pride. Perhaps the greatest benefit I gained from being a member of the club was the inducement to delve deeply into the treasury of French literature."

2. "The French club was started my last year in high school, and up to that time the study of French was strictly limited to the class-room both in my mind and in my work; it had no special significance to me outside of the fact that I did well in it, and it gave me hours credit. After the club was organized and I attended the meetings, it began to take substance in my thoughts. I was interested in what was being discussed, and I made an effort to get a better speaking knowledge of French so that I could enter into the discussions. That was the first benefit I derived from Le Cercle Français—a desire to speak French well. The second thing it gave me was a desire to know more about French life and conditions, both politically and socially. This was the result of the meetings and the banquet, where we had outside speakers who talked on France. All this unconsciously stimulated a growing interest and enthusiasm about a subject that had heretofore been merely a subject. The French Club brought that subject to life for me."

3. "When I first became a member of Le Cercle Français I hesitated to voice my opinion because I was afraid I would make a mistake in French. However, as the months passed I gained confidence in myself and this resulted in a better understanding

of conversational French. Also, when I heard the various expressions of the other members I could not help but retain some of them and this helped immensely in my class work."

4. "I can see the results of my experience in Le Cercle Français in what I am doing today. French is now my major subject and I go to see French plays, and hear French lectures whenever I can. I probably would never have chosen French as my major if its possibilities hadn't been brought to me in that high school club. Because of my experience there, I feel at home in any French club. I feel that I have a substantial background for my work. Of course, all these reactions were unconsciously going on from then until now, but your question made me realize them."

5. "The French Club is an important factor in making the French language more popular; it creates an interest throughout the French classes and also brings the students and teacher more closely together."

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LITERARY SPAIN, 1926

THERE is one interesting point that must strike the reader of the modern Spanish Novels, plays, and poetry, and that is the ever increasing use of English words. From the word "homespun" in the poetry of the Argentine Lugones, down through the whole gamut of English vocabulary to "jazz," "music-hall" and "bluf," we find a steady increase in the number of English expressions. Some of these last named have almost been incorporated into the Spanish language by the younger group of writers. Azorín even has plays with titles such as "Old Spain" and "Brandy, mucho Brandy." French words have been on the increase also, but the modern generation of writers seems to favor the English.

Anthologies and bibliographies are always with us and are frequently of value. Mexico is represented by a "Bibliografía de novelistas mexicanos" (Mex.), with the short story presented in an "Antología de cuentos mejicanos" (Mad.). The 275th anniversary of the birth of Sor Juana Inés de la Cruz was celebrated by two publications, "Poesías escogidas de la décima musa mejicana" (Barcelona), and "Poemas inéditos" (Mex.) collected by Manuel Toussaint.

From Argentina comes a very interesting "Antología de la poesía argentina moderna, 1900-1925, con notas biográficas y bibliográficas" (B. A.). This is arranged by J. Noé who has already given us some criticism of Argentine writers in "Nuestra literatura—estudios de crítica" (B. A.). The anthology is a book of some 600 pages, divided into four parts. The entire first part (71 pages) is devoted to Leopoldo Lugones as a sort of introduction to the more modern writers. The other three parts run chronologically by groups, the last part containing the youngest poets "y los que expresan una novísima orientación del gusto y de las normas poéticas." Anyone wishing to obtain a clear idea of the trend of modern Argentine poetry can find it here. Hurtado and González Palencia have continued their excellent work on Spanish literature by an "Antología de la literatura española" (Mad.). This, in nearly 600 pages, is an attempt to cover Spanish literature down to present times. The selections are arranged by centuries and

tabulated by genres, somewhat after the fashion of their history of literature. There are the usual sins of omission and inclusion, according to the critics, but it is a work that is well worth while.

The greatest piece of scholarly work that has come from Spain in the present century is, naturally, from the brain of Menéndez Pidal, "*Orígenes del español—Estado lingüístico de la península ibérica hasta el siglo XI*" (Mad.). The author tells us "Empecé pensando hablar brevemente del 'Español en los siglos X y XI,' " but after being three years in the printing, the book came from the press what it is, the last word on what its title says. In connection with this it is interesting to note that González Llubera has given us an edition of Nebrija's "*Gramática de la lengua castellana*" containing also his "*Muestra de la istoria de las antigüedades de España*" and "*Reglas de ortografía en la lengua castellana*" (Ox. Univ. Press).

Turning from language to literature we have two books on a subject always of interest, *Don Quijote*: Salvador de Madariaga gives us "*Guía del lector del Quijote*" (Mad.), and E. Guzmán "*El Quijote y los libros de caballerías*" (Barcelona). Both start more or less with the idea of reconciling the apparent contradiction of Cervantes' fondness for books of chivalry and his satirizing them in *Don Quijote*. Madariaga is always worth while. The other writer favors chivalric novels, and perhaps this is the most interesting point he brings out. R. de Maeztu has given us "*Don Quijote, don Juan y la Celestina, Ensayos en simpatía*" (Mad.). The author says they are "intentos de interpretación" and they are very interestingly done. Another combination of famous names is Salaverría's "*Los paladines iluminados*" (Mad.), taking up the *Cid* as well as *Don Quijote*. Apropos of the *Cid*, we have a modern version of the famous Poem, for Pedro Salinas has published the "*Poema de Mio Cid—Puesto en romance vulgar y lenguaje moderno*" (Mad.). Dámaso Alonso says of this, "En Pedro Salinas el hombre de ciencia ha colaborado con el agudo poeta moderno. Nada se ha omitido; no se ha añadido nada." Salinas also published last year a book of short stories "*Víspera del gozo*" (Mad.), of the modernist type. An interesting view of Lope de Vega is presented by Francisco A. de Icaza in "*Lope de Vega, sus amores y sus odios*" (Mad.), published posthumously. These essays on Lope are de-

lightly written and are the work of one thoroughly acquainted with the man about whom he is writing. The death of a man like Icaza is a serious loss to Spanish scholarship.

In the line of collections of essays on general and literary topics, J. M. Salaverría's "Retratos" (Mad.) takes up, among others, Baroja, Unamuno, and Ortega y Gasset. The article on Baroja is particularly intriguing and presents a new viewpoint of this much talked of author's personality. For those interested in Spanish American literature we have "Figuras americanas" (Paris) by A. Melián y Lafinur, "human pictures rather than literary criticism." In the essays of Andrenio in "De Gallardo a Unamuno" (Mad.) attention should be called to the articles on Ganivet, Pardo Bazán, whom he places only second to Galdós among the novelists of the nineteenth century, and Blasco Ibáñez. Andrenio endeavors to explain Blasco's loss of prestige in the literary world and rather defends him. An article on Baroja "attempts the impossible" by trying to classify Baroja's works. Two compilations of articles previously published in the press are Alfonso Reyes' "Reloj de sol" (Mad.), and Araquistán's "El arca de Noé" (Valencia). Reyes' book includes a couple of essays on Azorín and Valle-Inclán.

Four of last year's publications might be called geographical, for they present Spanish viewpoints of different parts of the world, Spanish and otherwise. Blanco-Fombona, "Por los caminos del mundo" (Mad.); J. Cejador y Frauca, "Tierra y alma española" (Mad.); Julio V. González, "Tierra fragosa. Paisajes, tipos y costumbres del oeste riojano" (B. A.); and Jorge Mañach, "Estampas de San Cristóbal" (La Habana) give in their titles their geographical locations. Blanco-Fombona touches, among other countries, Holland, France and Spain. Cejador y Frauca gives us a patriotic guide to Spain, covering the various provinces and including the Canary and Balearic Isles. It is illustrated with pictures rather out of the usual and evidently chosen so as not to be a mere reproduction of the post-card style of the average illustrated book on Spain. "Tierra fragosa" presents sketches of the author's native Andes, intimate, local, and well done. Mañach has collected a number of "Impresiones habaneras" which were previously published in "El País" of Havana. These sketches attempt for Havana what Mesonero Romanos so ably did for

Madrid, following, whether consciously or unconsciously, Mesonero's style.

Those who heard Señora de Palencia and saw the costumes she talked so interestingly about in this country two or three years ago will be glad to see "El traje regional de España; su importancia como expresión primitiva de los ideales estéticos del país" (Mad.) by Señora Isabel de Palencia. The author is an authority on her subject, and has given a most readable text, with fine illustrations by Loygorri.

In history, the fourth volume, part one, of Antonio Ballesteros' "Historia de España y su influencia en la historia universal" (Barcelona) takes us through the Golden Age of the Spanish Empire. The book is profusely illustrated, with bibliographies and references to authorities. Carlos Pereyra in "Historia de América Española" (Mad.), 1920-26, 8 volumes, has written an illustrated "library history," not stressing the great deeds of the "Conquistadores" but presenting the facts already known in rather better than the average form. José Pijoán, author of "Historia del arte," has brought out the first of a five volume "Historia del mundo" (Barcelona). It is reported as most attractively presented.

Unamuno has apparently turned mystic since his departure from Spain. His last book is "L'Agonie du christianisme. Traduit du texte espagnol inédit par Jean Cassou" (Paris). It brought forth this impassioned outburst from Eliseo Vivas: "It is the passionate explosion of a noble mind in which intellectual learning has disappeared and in which the search for truth no longer obtrudes its cacophonous note upon the tortured song of a fervid soul in the throes of one of its raptures."

Turning from the general to the particular we take up the novel and naturally think first of the Dean of Spanish novelists, Palacio Valdés. His last novel, "Santa Rogelia (de la leyenda de oro)" (Mad.), is not, as has been said, a mere "combination of religion and humanity" but a real synthesis of the two characters of "Marta y María." There is something greater than is implied in the word "religion" in the mystic faith and devotion both to love and to duty on the part of Rogelia. Realism and idealism walk side by side.

Pío Baroja has been voted and many times mentioned as Spain's leading living novelist. Last year he produced another

trilogy, "Angonías de nuestro tiempo" (Mad.) with the three titles: "El gran torbellino del mundo," "Las veleidades de la fortuna," and "Los amores tardíos." The title of the trilogy is significant, for these volumes seem like philosophical, psychological searchings after something to which the author himself can cling. They are not novels but a conglomeration of studies, "paisajes," dialogues on every subject under the sun. Pessimistic, very, and quite different from his "Idilios vascos." A fourth volume by Baroja is "Entreteneamientos" (Mad.). This contains "dos sainetes y una conferencia." Eliminate modern references such as "Chicago" and "shimmy" and we might have two *sainetes* as they were presented in their prime. Here the baldness of language and occasional coarseness is not Baroja but an elemental concomitant of the "sainete" of early times. The "conferencia" gives a literary alignment of the "tres generaciones" of the past 75 years.

Like Baroja's trilogies, the series novel seems to be growing in vogue. Ramón Pérez de Ayala has a two volume novel with two titles, "Tigre Juan" and "El curandero de su honra" (Mad.). This is a so called "intellectual novel" and the title of the second part carries us back to the Golden Age. Blasco Ibáñez has started a series of historical novels, the second of which, "A los pies de Venus" (Valencia), deals with the Borgias whom he seems to favor. This is perhaps a reversion to his first love, for a friend of mine tells me that he has in his library the first two novels from Blasco's pen, "El conde Garcí Fernández" and "Romeu el guerrillero." These are historical novels and are not listed in any bibliography of this author's works. Blasco also published last year "El adiós de Schubert" (Mad.), a collection of five short stories. They might be named as two novelettes and three incidents, although Barja calls them "five novels in a minor key." The imaginative power so evident in Blasco Ibáñez' later works is here at its height.

Hugo Wast's two books "Myriam la conspiradora" (B. A.) and "El jinete de fuego" (B. A.) form again one two volume novel. Historical, of the epoch of Argentine independence (1810-13), they are true to the times and present a clear cut picture reminding us in many respects of "Amalia" and the great English novel of that time and place "Ponce de León." Another book by the same

author is "Las espigas de Ruth, Páginas autobiográficas" (B. A.). This is a chatty, intimate volume about himself containing, among other things, an amusing story of the reception of "Flor de durazno" when it came out. A Chilean recently said that "Flor de durazno" was the "best book by any South American author" and the fact that 100,000 copies of it have been sold to date is evidence of its popularity. Another popular Argentine writer is Enrique Larreta, whose last year's novel, "Zogoibí" (B. A.), sold over 50,000 copies in three months. This is a novel of the Pampa and is the product of one who knows his Argentina.

Anyone wishing the vocabulary and atmosphere of the bull ring has a choice between two novels: "La mujer, el torero y el toro" (Mad.) by Alberto Insúa, and "El torero Caracho" (Paris) by Ramón Gómez de la Serna. The title of the first one might be more nearly true to the story if it said "dos toreros." It is unlike the usual bull ring story and has a curious dénouement. In the other one we have the picture of "Caracho" at his height, with the inevitable outcome. It is condensed and vivid. Both novels are well done.

Manuel Linares Rivas in "El buen caballero Pedrín Pai de los Pedreles" (Barcelona) has given us one of the most delightful stories anyone could ask for; a boy and a dog, and the dramatic charm that is present in Linares Rivas' plays. The result is a decided success. Another book with real charm is by Antonio de Hoyos y Vinent, "Aroma de nardo indiano que mata y de ovonia que enloquece" (Mad.), a collection of short stories, vignettes, essays of unequal value but some of which are really superior, both as stories and as literature.

"Altar mayor" (Mad.) by Concha Espina is a regional novel that breathes the feeling for her "patria chica" in every line and phrase. A love story with a pusillanimous lover is the thread on which is hung a picture of the Asturias which the author addresses in the Envío: "Prócer Asturias, yunque de mi raza, templo de su espíritu, corona de Iberia, solar de sus príncipes cristianos, cuna de la España mayor, noble tierra de mi padre, . . ." up to the peroration where she offers her heart upon the "Altar Mayor de Covadonga." The heroine is described as "la hembra sensitiva y racial de estas montañas, la mujer cándida y fuerte de Asturias, el indomable pueblo de las rocas." Ricardo León in "El hombre

nuevo" (Mad.) has fallen off. He imitates the reminiscent dream stunt of "Casta de hidalgos," using also some of the mechanics of "El diablo cojuelo," but somehow falls short. The puppet show that this world is appears in Pedro Mata's "Muñecos" (Mad.), which is a novel in drama form, too long drawn out but with points of interest. Valle-Inclán has stepped over to Spanish America, for his last book "Tirano Banderas" (Mad.) is a "Satire on South American revolutionists." He can never lay aside that exaggerated style, but there is always something underneath it. Francisco Camba published two novels last year: "El tributo de las siete doncellas" (Mad.), the story of the passions of the ruler of a small town, and "La sirena rubia" (Mad.). This novel has in it a trick of Conrad's, it makes you first feel that you have a tale from Becquer, and then it turns into a likeness to "Mare Nostrum."

In the field of the drama the plays of our well known authors have seemed to keep up the standard. Benavente's comedy "La mariposa que voló sobre el mar" was a decided success. Linares Rivas with "Primero vivir" still holds to the so called thesis type in a contest with modern laws. The brothers Alvarez Quintero added six more titles to their list; "El último papel" (paso de comedia); "Las de Abel" of which one critic says, "De Las de Abel se ha dicho que eran el reverso de Las de Caín;" "Los grandes hombres o el monumento a Cervantes" (Loa); "Barro pecador" (Comedia); "Cambio de suerte" (Paso de comedia); "125 Kilómetros" ("Farsa de buen humor"). Martínez Sierra has been collaborating very successfully with Honorio Maura, and their "Mary, la insoportable" is considered "... un nuevo avance en la ruta de la dignificación de la literatura dramática contemporánea." Sierra also collaborated last year with Marquina in a "comedia poética," "El camino de la felicidad," reported as a "triunfo." Arniches had his ups and downs with both the audience and the critic. Two of his titles are "El último mono" (*sainete*), and "¡Mecachis, qué guapo soy!"

One of the curious things last year was the invasion of the stage by writers from other fields. Poets, novelists, the actors themselves took to writing plays, and most of them successfully. The Machado brothers wrote a tragicomedy in verse, "Desdichas de la fortuna o Julianillo Valcárcel," which was presented at the benefit of Maria Guerrero. It has a period setting, with the Count-Duke

Olivares and Gil Blas as two of the leading characters. It was successful on the stage and is also enjoyable reading.

Azorín created considerable excitement with his first play, "Old Spain," presented in September, 1926; and seems destined to continue stirring his audiences and his critics as he produces more plays. In an interview last December he said: "Siendo muchacho, lo primero que hice fué una cosita para representar con mis amigos. Esta era realmente mi vocación." And again: "El teatro me apasiona. En otro género no pienso hacer más que los cuentos que asiduamente publico en Blanco y Negro." It is possible that he means this.

Muñoz Seca had a number produced last year. "Humo"; "La novela de Rosario"; "El espanto de Toledo"; and in collaboration with Pérez Fernández "La cabalgata de los Reyes," "María Fernández," and "Los extremeños se tocan." His collaboration with López de Haro in "Poca cosa es un hombre" was not so successful. López de Haro is also writing a great deal, presenting "En qué consiste el honor," "Ser o no ser" and "La novia de ayer." Eugenio D'Ors wrote what has been called a "reading play." It is "the author's philosophy in dialogue" and not historical as the title might indicate. It is called "Guillermo Tell."

In addition to the better known names cited above, there is a long list of authors more or less familiar to the theatre-going public of Madrid, but unknown here in this country. One of the more popular ones of this group is Federico Oliver who last year presented "El azar," and a gypsy comedy "Lo que ellas quieren." The product of this group of dramatists falls into three classes: the light, ephemeral type, to be enjoyed for the moment and forgotten; a refurbishing or imitation of plays from Lope, Tirso, and their contemporaries; or the "Spanish tradition" sort of thing, such as Diego San José's adaptation of "La Gitanilla" of Cervantes.

The tendency of all literatures nowadays is to become more cosmopolitan and international, and Spain has followed this line along with other countries, but in spite of this fact her modern group of writers still preserves that inimitable national touch which is the basis of the great charm inhering in all her literature.

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GRAMMARLESS READING OF FOREIGN LANGUAGES

THE suggestion by Professor Bond of the University of Chicago¹ that enough grammar could be learned in six weeks to enable the ordinary student to learn to read French stirred up a controversy with his reviewers. Professor Bond's strongest argument was: "It works;" and he put to rout one critic by saying that fifty-one students were able to pass the graduate French requirements within ten weeks by using the *Introduction* and then reading copiously. It is well known that many graduate students pass their French and German reading requirements by just that method. Sometimes they study some grammar but very often they merely buy a dictionary and begin to read. However, these are older students and possess study habits and a will to learn. Can college Freshmen do the same? Partly to study this question at the request of the *Modern Foreign Language Study* and partly to try out a course designed for students who wanted only one year of foreign language, special "Reading Sections" were offered in French and Spanish in 1926-27 at the University of Illinois for beginning students. Complete records of the Spanish classes were not kept, so this study is based on data from the French classes.

The problem for this study became: Can college Freshmen learn to read a modern foreign language for comprehension without a preliminary preparation in grammar? Learning to read was only one of Professor Bond's objectives and this article does not mean to say that it is the only one; but anyone will admit that of all the uses of the small amount of foreign language which can be learned in a year or two, silent reading receives the most universal application. Modern language teachers have set up objectives of conversation, composition, and reading as the aims of well-rounded language ability. But suppose a student with only a year at his disposal wanted only to read silently for his own sake. Could he learn to read things really worth while in a year?

The instructor of one of the classes² describes its activities thus:

¹ BOND, OTTO F.—"Introduction to the Study of French"—University of Chicago Press, 1926.

² Miss Eloise Murray, one of the co-authors of this article.

"The fact that the Reading Sections were designed for students desiring only one year of French had the tendency to draw into the class those who were compelled to take one year of language and who were taking it only because of the requirement. Plans for the course excluded all hope of a second year of French and this fact was announced repeatedly, so that presumably there was no person remaining in the class who expected to continue the study of French beyond one year.

"Bond's *Introduction to the Study of French* was chosen as the first textbook. This book contains all the fundamentals of French syntax and pronunciation but from a recognition point of view. The student is not required to learn verb conjugation; he is to learn to recognize tenses and be able to translate them accurately. He is not to be able to translate a partitive from English into French, but he is to be able to render it from French into good English. The preface suggests doing twelve lessons before starting to read French. We started to follow these directions, but it proved a tedious undertaking. There was too much to learn with only isolated sentences to aid the memory. Therefore, after doing only five or six lessons, we began to read Roth's *Contes Faciles*. We might to advantage have gone back to Bond, but by that time we were discovering that a knowledge of grammar is not necessary for translation. So we continued to read.

"The translation, which I always required to be accurate in every detail, was rather slow and painful at first; but sentence order soon became a mechanical thing and vocabulary grew rapidly. During the first few weeks time was given to reading in French and the class grew rather proficient; but this was abandoned because of lack of time. Throughout *Contes Faciles* and Lavis's *Histoire de France* I continued giving fairly long assignments, taking care, however, to make them sufficiently short to allow a little sight translation each day. In my estimation there is no other single thing which so stimulates interest and increases ability as sight translation. The third book, Malot's *Sans Famille*, offered varied treatment because of its continued narration. After we had started the work, I assigned occasional lessons of from fifteen to twenty pages to be read for content. These were tested by "yes" and "no" or "Phrase answer" tests which covered all the details in the narrative and required a very exact knowledge

of content. The competition was very keen for high marks and the class was very fond of this type of recitation in spite of the fact that more time in preparation was usually required.

"I required the class to underline and learn all idioms found in the texts in addition to all adverbs, prepositions, and conjunctions. At first the students experienced difficulty in finding the infinitive form of certain of the irregular verbs. This trouble was soon overcome, however, when they learned to use their lists of irregular verbs. If they found the word *viendra*, for instance, a glance at the verbs beginning with "v" would show them the infinitive from which it was derived. Before long they recognized the various forms of the more common irregular verbs and the lists were seldom needed thereafter.

"At the beginning of the second semester the class changed slightly in personnel. Ten withdrew either because of failure the first semester or inability to arrange their schedules. This change raised the class average somewhat. Then too, the work became more interesting to the students because of their more frequent participation in recitation.

"The first book of the second semester was Verne's *Le Tour du Monde*. From then on we read typical second-year books: Loti's *Pêcheur d'Islande* and France's *Le Livre de mon Ami*. Finally, in the last two weeks of the semester the class read Mérimée's *Colomba*. All but the first two assignments were to be read for comprehension.

"Outside reading was done each semester. The first semester each student read outside of class at least one hundred pages of anything he chose to read and submitted a written report. The second semester the entire class read Dumas' *La Tulipe Noire*. The very high scores of a very exacting "phrase answer" test proved that the story had been thoroughly understood.

"At the end of the semester at least three-fourths of the students were extremely anxious to continue their study of French. In addition to liking the study of French and desiring to continue it, they were capable of reading French for their own enjoyment."

To test the accomplishment of the class described above and another like it in terms comparable to the accomplishment of classes taught in the usual grammar way, two standardized tests were given each semester. The Iowa Placement Examination for

French Training³ consists of four parts: Part I, Vocabulary: 50 French words; Part II, Grammar: 40 incorrect French sentences to be corrected, one error each; Part III, Grammar: multiple choice of verb forms to complete French sentences; Part IV, Reading: three French passages, twenty questions in English to be answered in English. The reliability of each part (164 cases) is reported as: .84, .92, .83 and .81 respectively; the P. E. is from .01 to .02. The Coleman Reading Test, part of the American Council French Test,⁴ consists of seven French passages, twenty-eight questions in French to be answered in English. The reliability of this test (234 cases) is reported as .84. The total possible scores on each part are: Iowa, I—25, II—40, III—40, IV—60; A. C. Test, 28. Table I gives the norm of each test for both semesters obtained from students taught by the grammar method, the average scores made by the two "Reading Sections" and the percents that these scores are of the normal. For the purpose of this study, to see if any grammar is acquired by a strictly reading course, Parts II and III of the Iowa Test were combined.

TABLE I
TEST SCORES OF READING SECTIONS COMPARED WITH NORMS

	First Semester				Second Semester			
	Iowa Test			A. C.	Iowa Test			A. C.
	Part I	II-III	IV	Test	Part I	II-III	IV	Test
Norms	11.31	15.29	20.04	13.00	11.84	38.86	27.92	15.00
Reading Secs.	13.61	6.22	33.72	14.70	14.78	6.40	34.53	19.41
Percent of Normal	120.33	40.68	168.26	113.08	124.83	16.47	123.67	129.40

From the table it appears that the "Reading" classes made a gain of 20% to 25% over the regular classes in vocabulary; 26% to 40% in reading (averaging the two tests); and with no conscious purpose to learn grammar, still acquired 16% to 41%

³ STODDARD, G. D. and VANDER BEKE, G. E.—"Iowa Placement Examinations," Series FT1 Revised, French Training, Extension Division, State University of Iowa, 1925.

⁴ World Book Co., 1926.

of what the regular class learned. It is to be noted that there was very little gain in raw scores the second semester over the first semester scores. It is evident that the second semester the regular classes drew ahead rapidly in grammar knowledge.

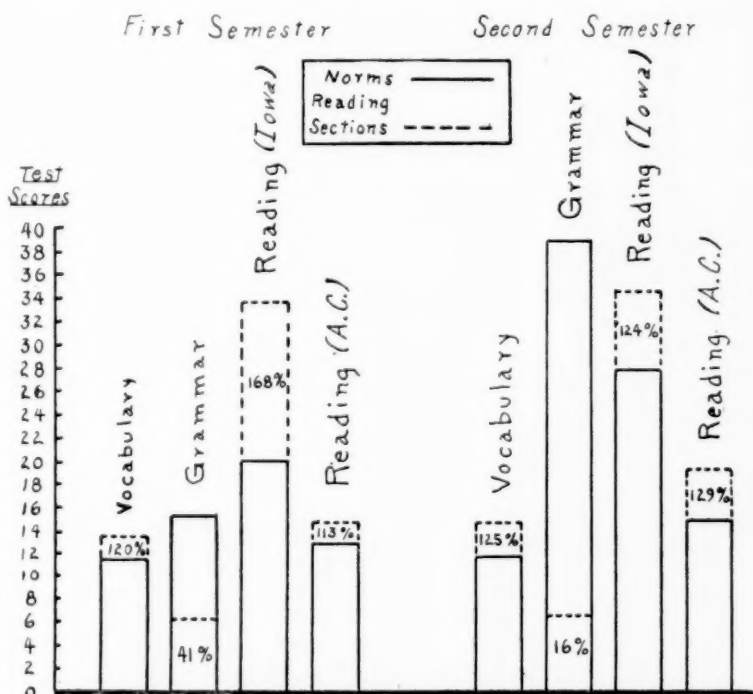


Fig. 1. Reading Section Test Scores Compared with Norms.

The gains of the "Reading Sections" are shown graphically in Fig. 1. The scores of the regular classes are shown in solid lines; those of the "Reading Sections" in broken lines. The amount that the broken lines extend above the solid lines constitutes the gains.

It seems safe to say that the "Reading Sections" accomplished their purpose. Students *were* reading rather difficult French literature and understood it in one year with practically no preliminary preparation other than actual reading. A very little grammatical knowledge had accumulated "from exposure" but

their passive vocabulary of foreign words was larger, and, having done nothing else, their reading ability was greater than that of regular students.

One striking thing to note, however, was that the students were not entirely satisfied. Some regretted their inability to pronounce French words; some hoped yet to understand spoken French; others wanted more of the same kind of work. It may be remembered that many of these students had entered these classes to work off requirements, expecting to be bored. They emerged asking for more. We learn to play tennis by striking a ball with a racket, to row by getting into a boat and pulling on the oars. We should become impatient at too much demonstration and advice from an instructor. Perhaps it is not too far-fetched to say that early and much practice in reading is an excellent way to learn to read French and "like it."

JAMES BURTON THARP
ELOISE MURRAY

University of Illinois.

FOREIGN LANGUAGE TEACHING IN GERMANY*

IN VISITING the schools in Germany, I was most interested in schools of the new type, and I can say that the work I saw gave proof of the earnest endeavor of the pupils to do of their own accord what is right and to their own interest. They were eager to get a full understanding of the subject and to master it as far as they might be able at their stage of development. The teacher usually stood in the background and offered assistance only when the pupils asked him for it. It was "Arbeitsunterricht," "learning by doing" as Dewey expresses it, in the fullest sense of the word; pupils and teachers united in perfect harmony to reach the goal, and this without any tests, any markings or punishments on the part of the teacher. The full control lay in the hands of the "Arbeitsgemeinschaft," the gathering of those pupils who had decided to work together on a certain task.

Let me report a few observations which I made in English classes. Where English is the first foreign language in the curriculum of the school, it is started in the fourth school year and is continued for nine years with 4 lessons in the lower three classes, 3 lessons in the intermediate, and 2 in the upper classes. In the schools which had freed themselves of the official course of study more time per week is usually devoted to language study, and it is also treated more intensively in regard to the length of the lesson, for which mostly 60, but sometimes 75 or even 90 minutes are scheduled.

The Direct Method is universally applied, in so far as speaking exercises precede all instruction, and the oral use of the language is maintained all through the classes. It was remarkable with what readiness and delight the children entered into these exercises. They were in most cases conducted by the class, with the teacher as a careful listener who only intercepted when mistakes were not noticed by any of the pupils. The pronunciation was in most cases very good. Phonetic charts were used in almost every classroom. They hung on the walls, and reference was made to the phonetic sign as soon as a mispronunciation occurred.

* Professor Griebisch spent the past year in Germany, and has some interesting comments to make on the teaching of English in German schools.

Much stress was laid on memorizing both prose and poetry. I noticed especially the care which was taken to have the pupils not only enunciate correctly but also to observe the correct intonation in the melody and rhythm of the language. I must confess that the practical application of the teachings of Sievers, Daniel Jones, and Klinghardt in regard to intonation and rhythm was entirely new to me. The foreign language teachers were well acquainted with this new phase of language teaching, and several of them spoke highly of the work of Professor Wm. Tilly of Columbia, who has introduced intonation exercises in connection with his French classes.

Grammar was taught in the thorough way which one might expect in German schools, where Latin has been until now the basis of all language teaching. As medium for the teaching of grammar the German language was used, while otherwise hardly a German word was heard during the entire instruction. It was highly interesting to see how much into detail several teachers went in regard to matters of grammar. Etymological questions were repeatedly discussed, and comparative grammar was accorded an important place in the instruction of the upper classes.

The backbone of the instruction in English however was reading, and these lessons were a real revelation to me. They were so arranged that the students were aroused to the greatest possible activity, so that their creative forces, their courage for independent judgment and initiative were awakened. What Director Max Walter, the veteran reformer of modern foreign language teaching, has said was realized in many classes. He demands of the reading lesson, "*real life* must flow broadly and in a rushing stream in these lessons. The student must have the impression that the work which is demanded of him here is not for the school but for life. Nowhere in modern language teaching can bridges be so easily built to the great intellectual, economic, political, and social questions of our present life as in the hours in which we discuss with our youth striking manifestations of the life and work of other people." This I saw realized again and again, realized in the selection of texts and by the way in which they were treated by the students. I attended a class in which Galsworthy's "*Strife*" was read and discussed; in another a pamphlet on English Schools gave rise to a most animated discussion; again, a student reported

on the relations of the British Dominions to the motherland, while another spoke about Americanism as an idea in relation to Ford and Carnegie. All discussions were conducted in the English language. The attitude of the students was that of the deepest interest. All were eager to participate in the discussions, which often enough proceeded on philosophical lines.

The pupils' enjoyment in the work was especially noticeable in the schools where they were left to their own initiative. It was remarkable how much work the pupils did there, of their own free will. One experimental class in French in Vienna had been regularly visited by a French instructor of a Paris lycée during his stay in that city, who had told the pupils a number of French stories. When he left, the class gave him a souvenir consisting of illustrated compositions on the stories which they had heard from him and which had been written by individual students. Repeatedly I heard reports made and read by pupils on readings they had done aside from their regular class work. I remember for instance an excellent report on Tennyson's "Enoch Arden."

As to the textbooks in the hands of the pupils, I noticed that in most cases commentaries and vocabularies were missing. The students had cheap editions which contained only the reading text. I must call special attention to the so-called "Auslandstexte." They were small and inexpensive pamphlets which treated the different phases of the political, economic, and cultural conditions of the country whose language was studied. These English texts were selected from English and American writers and offered besides the desired information about excellent present-day English. Of other outside reading matter I must mention English newspapers, of which the weekly edition of the Manchester Guardian seemed to be the most favored one. Also a students' paper called the "English Monthly Review," published in Germany, was to be seen in almost every English class.

I have naturally reported only the cases which I would consider as high lights in the instruction in English. It goes without saying that I also saw mediocre work on the part of pupils and teachers. I am furthermore aware of the fact that the conditions under which we have to work are different from those in Germany. The entire attitude of the American student towards his school work is not that of the European student. That lively interest

which alone would make a student out of him, which would impel him, from spontaneous self-discipline, to enlarge upon his knowledge, in short the creative activity is missing. I often ask myself whether it is due to our procedure that the American student is as he is, or whether his attitude regulates our procedure.

Aside from the points which it is beyond our power to change we can take this encouragement from the work in German schools, that the teaching of modern foreign languages is a factor in the mental and cultural development of the student and therefore does not stop with the acquisition of knowledge, but that this acquisition is only the medium for the attainment of higher and lasting values.

MAX GRIEBSCH

University of Wisconsin

Correspondence

WHY SHOULD THE TEACHER TRAVEL?¹

To the Editor of *The Modern Language Journal*:

There are so many objections to foreign travel that one has only an *embarras de richesse* in detailing them. For an American teacher there is probably nothing more disintegrating than the folly of spending a summer in Europe, to say nothing of taking a full year from the good work of teaching and spending it abroad. I notice that those who go abroad for a year—and there are some who stay even longer, I regret to state—almost invariably return with a head full of new ideas and a view point often diametrically opposed to the attitude of the home community.

There is a wide-spread opinion that foreign travel broadens teachers, gives them more zest for their work, and has other vague advantages. But teachers become more dissatisfied with home conditions after foreign experience. They upset the minds of their colleagues by their criticisms of local conditions. They are less willing to settle down to the work-a-day world of the classroom: such teachers almost always up and fly off to Europe again and again after the first trip, and are always urging other teachers to go abroad. Above all, they are very caustic about the handling of the spoken language in the classroom. Now, what difference does it make if a teacher does not have a Parisian pronunciation? After all, he is much easier understood by his pupils, and understanding, as we all know, is the first necessity. There is an affected note about the pronunciation of the foreign trained teacher which even the elementary student observes at once and which is admittedly difficult to follow.

The idea that language teachers should travel abroad is merely the notion of a few snobs. If a teacher puts out of his mind all the boasts of other teachers who have gone abroad and indulge in shallow ecstasies on their return, if he asks himself soberly and reasonably what advantages could come to him from travel, he will very soon see his mistake. First, he would spend a great deal of money, better invested in seeing America first and becoming better fitted to show his students as a patriotic American where America stands in the world today. Second, he would come back out of touch, out of sympathy with the home folks. When you are out of step, you are a marked man. Nothing so grates on the inner consciousness of the true American as to see a man out of step. He feels down to

¹ The Modern Language Journal is not responsible for all the opinions expressed by its correspondents. B. Q. M.

his deepest depths the loss that this involves, and he will do his level best to force that perverse troublemaker to fall into step, at no matter what cost. There is no surer road to advancement and the inner happiness that comes from appreciation and sympathy with others than to march with the great multitude as America presses onward from triumph to triumph. I fear that this last phrase is a little mixed but you know what I mean.

In saying all these things perhaps I am not very consistent, because I have been abroad a little myself. What it meant to me, though, was something else. I went over there to find out things, to see for myself why it is that Americans, although coming from the same races, are so immeasurably superior in everything to Europeans. And I found out quickly too. There is hardly anything in Europe that is the same as what one finds at home. Only the American Express Company can cash checks. One never finds anything to eat for breakfast except in England and no breakfast food even there. The telephone system is outrageous. They have funny compartments in trains instead of our vestibule system. Many of their hotels have no rooms with baths at all. Many and many a time I found that nobody in the hotel spoke good English except the porter. They sell stamps in tobacco stores. They want ten percent tips practically everywhere. In France they only open railroad ticket offices just before the train comes and it is very nervous work waiting in line. In England they do not even give you baggage checks. It is impossible to understand anything on their bills of fare. The tobacco is everywhere simply awful. Neither is the coffee good and they do not serve butter at table except with what they call *hors d'œuvres*. Even then they whisk it away unless you park it on your bread. Of course they have got some nice buildings but then most of them are churches. All in all, Europe has little enough to offer to a sensible man and one never knows quite where he is at, anywhere over there.

So I can only repeat that Americans, if they have any understanding at all of their true interests, will study entirely at home in our own wonderful universities and find that the steadiest promotion and the greatest success in climbing into administrative positions will follow giving their whole energies and efforts to true American Education as it is carried on in the United States.

ADVOCATUS DIABOLI

A STUDY TOUR TO GERMANY

To the Editor of *The Modern Language Journal*:

The Tour through the German speaking lands of Central Europe, planned for next summer, which has already been announced in these pages, will answer the needs of those interested

in things German who feel that they have lost contact with present-day Germany through the separation of the two countries during the last twelve years. Not only the political system of Germany but also her institutions have undergone fundamental changes during these years. At the same time an intensive intellectual activity and productiveness is manifesting itself, which startles all who come in actual contact with it. Many German men and women have risen to leadership in the fields of literature, art, the sciences, philosophy and education, of whom we in America have as yet hardly heard or of whom we have but a hazy idea. This tour, therefore, will not be merely "another European Tour" but it will represent a new type of traveling, i.e. it will attempt to combine all the advantages of a sight-seeing trip with those of an international convention. The principal aim of the tour will be to introduce its members to the modern intellectual and cultural currents in the German lands. This will be carried out under the expert guidance of distinguished professors, publicists, authors, educators, and statesmen such as Hans Delbrück, Heinrich Wöflin, Thomas Mann, Max Walter Oswald, Spengler, Gertrud Bäumer, etc., to mention only a very few. Representatives of state and municipal governments will receive and entertain the group. Nuremberg plans the performance of a Hans Sachs play with the quaint houses of this lovely mediaeval city as a background. The old city of Rothenburg will present a shepherd's dance and groups of the German Youth Movement will reveal their ideals and manner of living to their American guests by means of song and dance. A different sort of entertainment will be afforded when Mrs. Stresemann, the wife of the Minister of Foreign Affairs, or Dr. Hainisch, the President of the Austrian Republic, entertains the group at tea in their respective official homes. All these are only a few features of a rich program.

The tour will take place next summer, June 30 to September 5. Members may return by a later steamer without incurring additional expense. The cost of this trip is only \$555 in Tourist Class and \$655 in Cabin Class. The best cabins will be assigned to those who register first. Write for information to Dr. J. A. von Bradish College of the City of New York, Box 24, New York, N. Y. Membership in this tour is open not only to teachers of German at American universities, colleges, and high schools, but also to their friends and such persons of academic training—ministers physicians, lawyers, artists, writers, and graduates—as

are interested in German art, literature, science, education, and German culture in general. We count on their cooperation to make this tour an event of far-reaching importance. Make it known to all who may be interested.

MARTHA SCHREIBER

Assistant Secretary to the European Tour of American College and High School Teachers of German, University of Wisconsin.

HAGBOLDT'S ESSENTIALS OF GERMAN DEFENDED

To the Editor of *The Modern Language Journal*:

In reading Miss Whitney's review of Dr. Hagboldt's "The Essentials of German Reviewed," I noticed among her list of criticisms a number of statements which my reading of the book and some experience with it do not seem to support. As this book is to my mind one of the very important contributions to German text-book literature, and as Miss Whitney's review will undoubtedly be, for many teachers of German, the only source of information concerning it, I should like to point out that some desiderata she mentions are really met.

Miss Whitney prefaces her adverse criticism with the comment, "No two teachers will ever be in complete agreement as to which details are minor and which are not." No doubt Dr. Hagboldt would agree with this assertion. However, all experienced teachers are pretty well agreed as to what is *essential*, and a glance at the table of contents of Dr. Hagboldt's book is sufficient to convince any teacher that no *essential* has been omitted. When Miss Whitney says that "The separable prefix is not sufficiently explained or illustrated either in the grammar or the exercises," she is, of course, giving her personal preference for more rules and explanations. However, Dr. Hagboldt is not a stickler for rules and throughout all his books has properly laid stress upon the use of exercises rather than rules for the driving home of difficult usages. The exercises on pp. 32 f. call for imperatives of thirteen separable verbs (cf. 2 B). The use of these verbs in simple tenses is called for in exercise 2 C, which means that the teacher will call for as many examples as are needed to make sure that the student masters the use of these verbs. The function of the past participle of these verbs is dealt with in exercise 2 D, and the use of *zu* with a separable verb is covered by exercise 2 E and 3 C. Exercise 3 A provides more material than is really needed to drive home the proper use of the separable verb in the dependent clause. Altogether there are more than one hundred forms of separable verbs called for in exercises 2 and 3.

Regarding the modal auxiliaries, which Miss Whitney says need fuller treatment, I find that the exercises given call for sixty verb forms and ninety-five sentences containing modals. These sentences are to be supplied in synopsis form in dependent and independent clauses. Certainly this should be sufficient to satisfy any drill master.

When Miss Whitney says that there is not a single sentence of the type "*Er hätte gestern mitgehen können*," I do not know what she means, as there are fully thirty sentences of this type on page 49, Exercise 8. These forms are also presented in accordance with the soundest pedagogy, that is, by a change from the simple indicative form: *Ich habe keine Lust dazu. Ich hätte keine Lust dazu. Ich würde keine Lust dazu haben. Ich würde keine Lust dazu gehabt haben.*

The statement that the author does not give the emphatic forms of the simple tenses is not in keeping with the facts. In Section 49 on page 88 he says, "As in English there are but two simple tenses, the present and the past of the active voice." Examples are added, which read as follows: *Ich lobe*—I praise, do praise, am praising; *Ich lobte*—I praised, did praise, was praising. Miss Whitney evidently overlooked these examples.

I am obliged to differ with Miss Whitney particularly on the point regarding Dr. Hagboldt's treatment of the subjunctive, when she says that he "breaks with all tradition and reclassifies and renames the tenses in a manner which to many will prove to confuse rather than to clarify the subject," etc. I should say that the very opposite is true. More than ten years ago I used the admirable beginner's book of Professor Prokosch, in which the same treatment of the subjunctive was used. Gohdes and Buschek also used it. Even though it is not hoary with age, it is at least the most logical and therefore the clearest treatment of the subjunctive. I have taught the subjunctive a number of years after this fashion, and have had no trouble whatsoever.

In general, Miss Whitney's adverse criticisms are those of a teacher who sets greater store by rules and explanations than does Dr. Hagboldt. Personally, I feel that most teachers over-explain. The principle laid down by Dr. Hagboldt, that exercises for the drilling of certain usages should be relied upon more than rules, is, I think, sound language pedagogy. It is regrettable that the adverse though minor criticisms of Miss Whitney should have taken up so large a part of her review.

E. W. BALDUF.

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Chicago, Ill.

Notes and News

NOTE: Readers will confer a favor on the Editor by calling his attention to matters suitable for inclusion in this department.

Changes in the personnel of Language Departments, developments in education affecting the modern languages, meetings of language teachers—these are of particular interest to our readers; but there are many other happenings of which language teachers would doubtless like to be informed. Please send all such communications to the Managing Editor.

M. L. T. MEETING

The National Federation of Modern Language Teachers, Central West and South Association, held its eleventh meeting on Thursday, December 29, 1927, at the Seelbach Hotel, Louisville, Ky., in connection with the meeting of the Modern Language Association of America. The program was divided into two parts: a general session in the forenoon, and sectional meetings in the afternoon. At the morning session, with the President of the Association, E. B. de Sauzé, acting as chairman, two papers were presented: "Testing for Achievement in Modern Languages," Algernon Coleman, University of Chicago, and "The Preparation of Modern Foreign Language Teachers in the Light of the Modern Foreign Language Study," C. M. Purin, University of Wisconsin.

The chairman of the French section was A. G. Bovée, University of Chicago High School, and the program as follows: "A Scientific Method of Teaching Languages," Louis Marchand, Peabody College, Nashville; "The Use of Collateral Reading as a Means of Providing for Individual Differences," Miss Laura Johnson, University of Wisconsin High School; "Reading Ability in English and in French," A. G. Bovée.

In the German section, presided over by B. Q. Morgan, University of Wisconsin, the following papers were presented: "Presenting Grammar Inductively," Peter Hagboldt, University of Chicago; "The Authenticity of the Tell Legend," A. W. Aron, University of Illinois; "Outstanding Problems in Beginning German according to the Cleveland Plan," Herman Lensner, Glenville High School, Cleveland.

The Spanish section had as its chairman Stephen Pitcher, Soldan High School, St. Louis, who had prepared the following program: "Studies in Spanish Vocabulary," M. A. Buchanan, University of Toronto; "The Use of *Bons Mots*," Miss Vesta Condon, East High School, Cleveland; "Notes on the Use of Two-Verb Tenses," Eugene Parker, Washington University; "Objectives in the Teaching of a Modern Language," Algernon Coleman, University of Chicago.

BUCKNELL UNIVERSITY EDUCATIONAL CONFERENCE

The Modern Language Section convened Saturday, November 12, 1927, with the following program: "By-Products of Modern Language Study," W. D. Meikle, William Penn High School, Harrisburg; "Some Aspects of Language Study," J. F. L. Raschen, University of Pittsburgh; "Problems in Teaching Foreign Languages in the New York Junior High Schools," Jacob Greenberg, director of foreign languages in the junior high schools of New York City.—Leo L. Rockwell of Bucknell was reelected chairman of the section.

ILLINOIS MODERN LANGUAGE ASSOCIATION

The Modern Language Section of the High School Conference was held at the University of Illinois on November 18, 1927. A. W. Aron, University of Illinois, spoke in German, pleading for a broader viewpoint in reading material and relations between nations and languages. Hilario Sáenz, University of Illinois, summed up in Spanish the views on European affairs and literature presented in the journal "La Revista de Occidente." Louis Cons, University of Illinois, gave in French a tribute to the cordiality and spirit of cooperation of his colleagues, but deplored the mechanism in the complicated organization of American university life. Further papers were: "Results and Significance of the New Type of Modern Language Tests," Frederick D. Cheydleur, University of Wisconsin; "A Pedagogical and Psychological Basis for a Modern Language Course of Study," E. B. de Sauzé, Cleveland; "The Cleveland Plan transported to Wyoming," Nathan Schreiber, Crane Jr. College, Chicago; papers on practical problems of the teaching of pronunciation and reading in high school language classes were read by Miss Frances Arnold, Champaign High School, and Miss Esther Feddersen, Evanston Twp. High School.

A feature of the Modern Language Section was an exhibit of posters, charts, Mexican garments, and other realia, prepared by J. M. Harvey and Miss Julia McMillan, University of Illinois High School.

The President for next year is John Van Horne, University of Illinois, the secretary is Miss Myra Mather, Joliet Twp. High School.

JAMES B. THARP

University of Illinois

WASHINGTON STATE BRANCH MEETING

The meeting was held in Longview, Wash., in connection with the western section of the W. E. A., October 27, 1927, and included both ancient and modern languages. Papers in the latter field

were: "The Introduction of the Subjunctive into the First Year of High School French," P. J. Frein, University of Washington; "Impressions of Mexico," Stephen T. Riggs, Roosevelt High School, Seattle. Officers for the coming year include: President, George B. Jackson, Seattle; Secretary-Treasurer, G. B. Smith, Seattle.

GEORGE B. JACKSON

KANSAS STATE MEETING

At Topeka, Friday, November 4. Chairman, N. E. Saxe, Washburn College. "The Origin of the Drama," Maximilian Rudwin, Baker University; "L'Enseignement en France," Mme. Helene Ross, Washburn College; "Tests to Determine the Aptitude for Foreign Language," Louis H. Limper, Manhattan; "Special Promotion for Superior Students," Miss Alberta L. Corbin, University of Kansas.

PENNSYLVANIA STATE ASSOCIATION

At Philadelphia, Wednesday, December 28. President, Miss Emma G. Kunze, Philadelphia. "What a Teacher of Spanish Ought to Know," Miss Mary H. Morgan, Peabody High School, Pittsburgh; "Teaching to Talk by Tema," Ernest J. Hall, Yale University; "Report of Modern Foreign Language Study," J. P. Wickersham Crawford, University of Pennsylvania; "The Ephrata Cloisters," S. G. Serfoss, Harrisburg; "The Minimum Vocabulary," Miss Elizabeth Breazeale, Philadelphia.

MINNESOTA STATE MEETING

At Minneapolis, Friday, November 11. Miss Pauline Farseth, Chairman. "Spain's Contribution to Literature and Art," W. L. Fichter, University of Minnesota; "Bringing Methods up to Date," Miss Myrtle Violet Sundeen, University High School, Minneapolis; "Possible Cooperation Between Languages and English," S. A. Leonard, University of Wisconsin; "The Place of Modern Foreign Languages in the American High School," B. Q. Morgan, University of Wisconsin.—French Section. Miss Anna M. Gay, Chairman. "Lessons in Pronunciation," J. K. Ditchy, University of Minnesota; "Some Spanish Problems," Miss Augusta H. Chalfont, Macalester College; "Discussion of the Findings of the Modern Language Survey," Mrs. Clare Helliwell, Central High School.—German Section. Mrs. Selma S. Gryce, Chairman. "Types of Drill in German Grammar," Mrs. Sophia H. Patterson, University High School; "A Demonstration Lesson in the Direct Method," Miss Bernice Katz, Marshall High School, Minneapolis; "A Practical Lesson in Phonetics," Samuel Kroesch, University of Minnesota; "A Suggestion for German Clubs," Mrs. Selma S. Gryce, Roosevelt High School,

Minneapolis.—Scandinavian Section, A. Erdahl, Chairman. "Achievements Tests in Language Study," Miss Florinda Stark, Roosevelt High School, Minneapolis; "Modern Language Methods in the Oslo High Schools," Miss Esther Gulbrandson, St. Olaf College; "Projects in First Year Norse," Miss Maren Michelet, South High School, Minneapolis.

INDIANA STATE MEETING

At Indianapolis, October 19, Miss Elizabeth Davis, Chairman. "An Exercise by Foreign-born Children Enrolled in the Indianapolis Public Schools," Miss Elizabeth Davis, Emmerich Manual Training High School, Indianapolis; "The Place of Modern Foreign Languages in the American High School," B. Q. Morgan, University of Wisconsin; "A Modern Language Departmental Publication," Miss Dorothy Thornburgh, Kokomo High School; "What Can be Done to Establish a Service Bureau for Modern Language Teachers in Indiana?" Open discussion.

WISCONSIN STATE ASSOCIATION

At Milwaukee, Friday November 4. President, C. D. Zdanowicz, University of Wisconsin. "The Study of Foreign Languages in this Country—Why we Teach them and How," Colbert Searles, University of Minnesota; "College Training of Modern Foreign Language Teachers in the United States in the Light of Results Obtained by the Modern Foreign Language Study," Charles M. Purin, University of Wisconsin Extension Division; "The Contract Plan in Modern Foreign Language Classes," Miss Elizabeth Ritzmann, South Division High School, Milwaukee.—Addresses at supper: "By-Products," C. D. Zdanowicz; "Observations of New Methods of Modern Foreign Language Teaching in German Schools," Max Griebisch, University of Wisconsin.

A Pacific Coast International House, on the model of the International House in New York, is to be erected with the aid of funds given by John D. Rockefeller, Jr. The dormitory is to accommodate 500 resident students, a part of the building being reserved for women. As the University of California is attended by more foreign students than any other American institution of higher education, there is great need of such a gathering place for the students of different nations.

A Clearing-house for educational research has been organized by the United States Bureau of Education, with a view to the elimination of wasted effort and duplication in the study of educational problems. The bureau plans to publish at frequent intervals descriptions, reviews, and abstracts of original studies of educational questions, naming the institutions at which they are being pursued. Not only will this plan tend to obviate the possibility of having two institutions or individuals launch a similar program of

investigation at the same time, but in a few years it will greatly simplify the task of ascertaining what has already been accomplished along any given line of research.

More work on the student's part is called for by Dean Effinger of Michigan, who writes, "Experience has shown most of us that more students fail because they do not work than for any other single reason. Investigation has also shown that the average student who satisfies minimum requirements has time to waste. Better mental training, harder study, less superficiality, are what young America needs." This is calculated to make teachers of modern language sit up and take notice, for there are few subjects of the curriculum that impart better mental training than ours, and few that call for harder study if superficiality is to be avoided. We have heard much of late years about the overworked pupil; it is refreshing to feel a breeze from the opposite quarter.

The use of the new testing devices is facilitated by a series of "Test Service Bulletins" issued by the World Book Co., publishers of many of the new type language tests, including those put out by the Modern Foreign Language Study. These bulletins may had free by writing to the publishers.

The Fédération de l'Alliance Française now has a total of over \$52,000 in its permanent fund, as a result of recent donations. We offer the humble suggestion that a part of the annual income be used for traveling fellowships abroad or in the United States. Interchange of students between France and the United States is very desirable but expensive; it cannot achieve any great extent without financial subsidy.

Sudermann's story, "A Trip to Tilsit," is the basis of the play entitled "Sunrise," which was filmed by the German director F. W. Murnau, already favorably known for his direction of "The Last Laugh" and "Faust."

Opponents of war as a means of settling international disputes—among whom teachers of foreign language should be well to the fore—will find copious material in support of their views printed in "The Herald of Peace," published by E. L. Pratt at Lemoore, Cal. The subscription price is \$2 per year.

The new idea of supervision is clearly stated by J. T. Giles, State High School Supervisor for Wisconsin, in "A Review of High School Progress" published in the *Wisconsin Journal of Education* for December. He writes, "The new idea of supervision is based on the principle of respect for personality, and implies not dictation or authority, but the cooperative solving of teaching problems. Under this notion the supervisor becomes a helper rather than an inspector, and his advice is sought by principal and teacher alike." We shall soon print in the JOURNAL an article developing this line of thought.

The testing movement is ably and concisely summarized by Mr. Giles in the course of the same article. In particular, there is an interesting discussion of the true-false test, with some practical suggestions for the elimination of its admitted defects.

French, Spanish, and German realia are one of the specialties of *Le Petit Journal*, published by Doubleday Page & Co., at Garden City, N. Y. We have lately received a supplementary list for French, thus further completing the admirable list already issued. Teachers who would like for their classrooms such material as pictures, posters, flags, souvenirs, postcards, maps, etc., are advised to write for the list.

Ten scholarships for the Junior Year Abroad will be awarded by the Institute of International Education for the year 1928-29. These scholarships carry a stipend of \$1000 each and are open to both men and women. Candidates must be not less than 18 years of age; must have been in residence for two academic years at an approved American institution; and must intend to return to the American institution to take their degrees. They must have given evidence of sound health, high mentality, seriousness of purpose, intellectual interests and attainments, intellectual promise, and high moral character. Every candidate must have a fluent command both of the spoken and of the written language of the country in which the foreign study is to be pursued. Applications must be submitted by March 5, 1928, to the Institute of International Education, 2 West 45th Street, New York, from which further information may be secured.

Ten positions known as *Postes d'Assistant* in French *Lycées* or *Écoles Normales* are annually offered to American men through the Institute of International Education. The Assistant is required to give instruction in English for two hours a day. No salary is paid, but he receives room, board, light, and heat, and may attend university courses; also the French government allows 30% reduction on steamship fare via the French Line. Candidates must have American citizenship, a Bachelor's degree or its equivalent, and a good knowledge of French. Applications must be filed with the Institute by March 15.

M. Albert Feuillerat, Professor at the University of Rennes, is visiting professor at Columbia University for the current academic year. He is available for lectures in the East, and elsewhere during vacations.

M. Joseph Bédier, member of the French Academy, is at present visiting professor at the University of California.

Thomas Frederick Crane, for more than forty years a member of the faculty of Cornell University, and affectionately known to students and alumni as "Teefy," died in Deland, Fla., on December 9, at the age of 83. He was the last member of the original faculty which taught the 412 students with which Cornell began

in 1868. He had been Professor Emeritus since 1909. He was a fruitful scholar and successful administrator, and is credited with an important part in the development of Cornell and the establishment of its high reputation among educational institutions.

Charles E. Fay, since 1871 professor of modern languages and for many years dean of the graduate school at Tufts College, has now resigned his active duties, after serving for nearly 60 years.

Leslie M. Turner, Doctor of the University of Paris, is now Professor of French at the University of Arizona, having transferred there from the University of Florida.

Miss **Helen S. Nicholson**, Professor of Spanish at the University of Arizona, has returned to her duties after a year of study in Spain.

Arthur H. Otis, head of the Department of French at the University of Arizona, has been appointed Dean of Men.

Stephen H. Bush, Professor of French at the University of Iowa, has returned to his duties after a year's leave of absence for study in France.

Foreign language admission requirements in the College of Technology of the University of Maine have been reduced to two years in one language. Previously the requirement was three years in one language or two years in each of two languages. Still earlier, a year of work in a modern language was required in college. These changes seem to be in line with the tendency to eliminate the study of foreign languages from engineering education.

"Why Foreign Books Cost so Much" is the title of a brochure written by George P. Brett of the Macmillan Company, who points out how it happens that foreign books are now paying a higher duty than before, although Congress reduced the rate from 25% to 15%. All buyers of foreign books are interested in the amelioration of this ridiculous situation.

American German Student Exchange Fellowships for study in German Universities will again be awarded through the Institute of International Education. They are open to both men and women, preferably those under thirty years of age. The fellowships cover tuition, board, and lodging during the academic year, and are tenable for one year; other expenses must be met by the holder. For full information apply to Archie M. Palmer at the Institute.

RESOLUTIONS passed at the 19th annual meeting of the New York State Federation of Modern Language Associations, October 28, 1927.

Resolved: (1) That the New York State Federation of Modern Language Associations expresses its approval of the oral and aural tests of the Regents Examinations in modern foreign languages. The experience of members of the various associations is conclusive in favor of this division of the examination, which is bound to have a beneficial influence upon the instruction of modern foreign languages. (2) That the New York State Federation of Modern Language

Associations recognizes fully the many advantages to be derived from the organization of the American Association of Teachers of French, the American Association of Teachers of German, the American Association of Teachers of Spanish, the American Association of Teachers of Italian. These associations, while each one concentrates upon its special subject, will be able unitedly and harmoniously to work for the betterment of the instruction of modern foreign languages in general. (3) That the name of the New York State Modern Language Association be changed to the New York State Federation of Modern Language Associations.

RESOLUTIONS passed by the French Round Table of the Modern Language Section of the Southeast District, N. Y. State. (1) This body reiterates its interest in the matter of a Daily Free Period for Modern Foreign Language Teachers, originally considered by it three years ago. (2) This body places itself upon record as favoring and desiring a Daily Free Period to be made a permanent part of the daily schedule of all Modern Foreign Language Teachers.

Among the Periodicals

"The Contract Plan in Foreign Language Work" is discussed by Calla A. Guyles, University of Wisconsin High School, in the *Wisconsin Journal of Education* for September 1927. Miss Guyles teaches Latin, but her practical and detailed suggestions can easily be adapted to the materials of other language classes.

Christmas customs of France and Spain are set forth in the mid-December numbers of *El Eco* and *Le Petit Journal*, the latter also printing words and music of three *Vieux Chants de Noël Français*. In the French journal for December 1 there is a good account of the French polytechnic institute.

"**L'Étudiant Français**," edited by Louis C. Syms and published by J. E. de Mier, 2 Duane Street, N. Y., as companion to *El Estudiante de Espanol*, is now in its third number, but has only just come to our attention. It is "a monthly magazine, devoted to giving pupils more exact and more extensive notions of French life. . . . Each number will include matter about one of the French provinces. . . . News items, pictures of current interest, articles upon historical subjects, language drills and games, lists of the commonest words and idioms—these are some of the features that each will contain." The price for 8 issues of 16 pages each is \$1. We can cordially recommend it to our teachers of French.

Was **Bismarck** the prototype of the father in Sudermann's "Heimat"? This is the question asked and answered in the affirmative by A. E. Zucker in the December number of *Modern Language Notes*.

The dating and origin of the term "**Storm and Stress**" (Sturm und Drang) is authoritatively discussed by J. A. Walz in a review

of E. H. Zeydel's monograph, "Early References to Storm and Stress in German Literature," in the same number of *Modern Language Notes*.

"Hispania" for December contains the following articles of general or particular interest: Irving A. Leonard, "A Great Savant of Seventeenth Century Mexico: Carlos de Sigüenza y Góngora"; C. C. Glascock, "Aesthetic Elements in the Art of Fiction as Advocated by Juan Valera, Pardo Bazán, and Palacio Valdés"; Ralph S. Boggs, "La Mujer Mandona de Shakespeare y de Juan Manuel"; Mrs. Phyllis E. Martz, "Correlation of Spanish with Other High School Subjects"; Lorna I. Lavery, "Survey Literature Suggestions for Spanish Clubs." We call especial attention to Henry Grattan Doyle's letter on "Harmony Among the Modern Foreign Languages," in which the writer courteously dissents from our editorial of last May, but again emphasizes the essential point, the need of helpful cooperation on the part of all the modern foreign languages.

"German and American Educational Methods" are compared and weighed in *School and Society* for Nov. 26 by James E. Russell, author of a book on "German Higher Schools." The article is devoid of special pleading, and is thoughtfully written; the author concludes that there is no occasion for despairing of our American system.

"The New Examination Versus the Old in Foreign Language" by James B. Tharp, in the same number, presents evidence in favor of the new type of language tests.

Articles of interest to modern language teachers in recent numbers of "**The Living Age**" are: "Grazia Deledda" (the winner of the Nobel prize) by Ellen Lundberg-Nyblom, Dec. 15; "The German Book Season" (sub-title, what Berlin is reading) by Willy Haas, same number; "Young France Today" (two short articles) by Paul Gaultier and André Maurois, Dec. 1; "New Art in France and Germany" by Waldemar George, Jan. 1.

"**Italica**" for November contains the following articles of interest: "La lirica italiana d'oggi," L. Tonelli; "The Italian Collection of the University of Pennsylvania," J. P. Wickersham Crawford; "Bibliography of Italian Studies in America, July-September, 1927," J. E. Shaw.

"**Romance Linguistics in 1926**" (books, articles, reviews) is the title of a bibliography published in the *Romanic Review* for 1927, compiled by Pauline Taylor. Extremely valuable for students.

"**Notes on the Teaching and Drilling of French Verbs**" by Felix Vexler, in the December number of the *New York Bulletin of High Points*, would have merited special mention on the title-page, instead of being tucked away under the "high points." It is a very substantial contribution to this highly practical problem.

Modern Languages for December contains two articles of general interest: "The Psychology of Foreign Language Teach-

ing," by Miss C. A. Simmins, being a summary of six lectures given at Brighton last August in the summer school of psychology; "Modern Languages in Spanish Universities," by J. W. Barker.

"**Current History**" for January is largely devoted to a discussion of education, and can be recommended to the attention of all teachers. There are two significant quotations concerning modern languages. Harry Elmer Barnes writes on p. 486 in his article entitled "The Educational Factory for Mass Production": "Not only should a college student be at least tolerably acquainted with the language of his own country, but also thoroughly able to read at least two other important modern languages. If our present elementary grammar and high schools were cleared of the debris of hopeless students and relatively worthless subject matter, there would be no difficulty whatever in making every prospective college student a master of the linguistic machinery of learning before he sets foot in a college." Donald J. Cowling writes on page 495 in his article entitled "A Plea to Save the Old-Fashioned College": "The basis of such a course (ideal course outlined above) is the languages, and it would seem that every student should have considerable knowledge of at least two—one ancient and one modern. The method of acquiring this knowledge gives the student invaluable mental discipline, and there is no surer way of developing insight and appreciation of any civilization than by learning its language."

Foreign Notes

Foreign study and teaching are being consistently fostered by the Latin American countries. For instance, we note some fellowships for Argentine students wishing to study in France donated by Sr. Sauberán, each of which provides passage and 100 pesos per month allowance.—The government of Chile is regularly sending a considerable number of teachers to foreign countries for the purpose of pursuing further their studies in various fields.—The same is true of Guatemala, where such fellowships were recently awarded to two winners of a prize competition.—The fact that Italy is also about to encourage the exchange of professors—which is one device for affording teachers foreign study and travel—is indicated by a recent ministerial decree allowing regular professors to instruct at foreign universities without loss of privilege as to promotion or salary increase, and a similar decree allowing temporary instruction at Italian universities by professors of higher institutions of learning in other lands.—In our own country, we are recognizing the need of financial aid to students who wish to

go abroad, but opportunities for teachers are much more limited, while at the same time school boards frequently are compelled by law to penalize teachers who take leave of absence for foreign study. One of the tasks awaiting our various modern language associations is that of educating the public and the authorities to the necessity of providing means whereby teachers can more readily study abroad. This applies to teachers in almost all branches, but particularly to teachers of modern languages, for whom such study is almost a professional necessity.

English has been moving rapidly **to the fore** in Germany since the war, and the place of pre-eminence traditionally held by French will soon be occupied by English. Thus, we read that an educational expert has recommended to the common council of the city of Berlin that English be hereafter the first language taught in the secondary schools of that city. The recommendation may not be adopted, but it shows the trend of the times.

An unheralded centenary of 1927 was that of the birth of Johanna Spyri, author of the children's classic "Heidi," which has been more widely read in English than perhaps any other German work except the Swiss Family Robinson—that too, oddly enough, the work of a Swiss writer. An extraordinary number of new English editions have been issued in recent years, testifying to the lasting popularity of the book.

The **Institut d'Études hispaniques** was founded in Paris in 1913, and hitherto has been provisionally domiciled at 96, boulevard Raspail. Now it is to have a new building in the Rue Pierre-Curie, the first stone of which was laid last June by M. Édouard Herriot, the Minister of Public Education.

Six chairs of Spanish now exist in the British Isles, we read in the *Bulletin of Spanish Studies* (published at the University of Liverpool). The oldest dates from 1909, and was founded at the University of Liverpool, where it is held by E. Allison Peers, the editor of the *Bulletin*. The others are: King's College, London, Glasgow, Dublin, Belfast, and Oxford. The incumbent of the last-named has just been selected: it is D. Salvador de Madariaga, a Spanish poet and critic, and author of two books in English: "Shelley and Calderón" and "The Genius of Spain."

The **short-story prize** offered in Germany by the publishing house of Reclam was awarded to Hans Franck for his story, "Lauter . . . Lauter . . ."

The **Schiller-prize** was awarded to Hermann Burte, Fritz von Unruh, and Franz Werfel.

The **Kleist-prize** for 1927 was awarded to Gerhard Menzel of Gottesberg in Silesia for his drama "Toboggan" (1000 marks) and to Hans Meisel of Berlin for his novel "Torstenson" (500 marks).

The dearth of foreign students, especially Americans, at German universities, is noted with concern in German academic

circles. It is doubtless true that opportunities for advanced study in the United States have greatly increased and improved of late years, but large numbers of our students go to England and France. Reinhold Schairer, the financial head of the German Students' Association, has recently appealed for government grants or private donations to aid in attracting students to Germany. The popularity of the scholarships administered by the Institute of International Education, which reduce the expenses of American students wishing to visit German universities, indicates that the financial hindrance is the chief obstacle, and affords a fine opportunity for effective action on the part of wealthy Americans interested in the re-establishment of pre-war conditions between the United States and Germany.

The **Cité Universitaire** of the University of Paris is making substantial progress. The Belgian residential college was opened by the Duke of Brabant on November 4, this being the third of these colleges to be put into actual service. The French and the Canadian colleges are already in operation. The Argentine Building is under construction, and the Japanese foundation-stone was recently laid by Prince Ri. The foundation-stone of the British building was laid in July by the Prince of Wales, but it appears that about 60,000 pounds have still to be raised. Accordingly, the British have taken over the old Collège de la Guilde, in the Rue de la Sorbonne, to serve in the meantime as a center for British students in Paris, where they can meet socially and obtain advice and tutorial assistance. As for the United States, a fine site has been allotted to us, and plans have been drawn up for a building to accommodate 250 persons. A committee organized to raise the necessary funds, under the chairmanship of Homer Gage, Worcester, Mass., reports that \$150,000 of the needed \$450,000 have already been pledged.

The **Ciudad Universitaria de Madrid**, which is to be patterned somewhat after the College of the City of New York, is now under construction, its support being assured by the definite allotment of oil royalties. The four educators appointed by the King of Spain to visit American institutions of learning were in New York in November; they reported themselves satisfied that American schools offered the best examples to be followed in the organization of the new university.

Oral teaching of English in the Manila public schools is said to be having encouraging results, and young Filipinos are actually learning to speak English by this method. Additional evidence in favor of the principle that the best way to learn to speak a foreign tongue is to speak it.

An International Alpine University at Davos is a probable development of the near future. This is not a new venture, but is based on five years of successful experience with the Sanatorium

Universitaire at Leysin. The move to Davos is partly occasioned by the presence there of the celebrated sanatorium for the tubercular. It is felt that many students now suffering from tuberculosis might be cured while continuing their studies—as has been the case at Leysin—but even if cures were not effected, tubercular patients would be enabled to study under much more favorable conditions.

Recent deaths announced from abroad include the following: **Hugo Ball** died on the 15th of September at Lugano at the age of 41. He was the spokesman of Dadaism, then turned his attention to criticism. "Flucht aus der Zeit" is his best work of this type.—**Arthur Achleitner** died in Munich on the 29th of September, aged 69. He had depicted the Alpine world in upwards of 180 volumes of novels, stories, and descriptions, displaying particular interest in hunting.—**J. G. Birnstiel**, a Swiss popular writer, died October 31 at Romanshorn at the age of 69.—**Fritz Oertel**, German novelist, died early in November at Dresden at the age of 62.

Book Reviews

ALEXANDRE DUMAS fils, Dramatist, by H. Stanley Schwarz. 216 pages, price \$4.00. The New York University Press, N. Y. C.

Professor Schwarz is to be commended for giving a needed work on the younger Dumas. It was time that this important dramatic figure of the 19th century, and especially this prolific initiator of new forms of the modern realistic stage, should receive some of the credit due to him. For the want of such attention, a number of our popular, up-to-date dramatic reviewers—who are not always equally back-to-date critics—have been making new discoveries out of ancient history. No doubt such discoveries are harmless, and even exhilarating, but since history repeats itself, we may as well know what to expect from them.

One feature of this work should be mentioned at once. It was written as a Ph.D. thesis, as well as published for the general reader, or student, of the drama. This double-barreled character necessarily affects at times its precision of aim. No doubt recapitulations and summaries at the end of chapters are necessary for hard driven professors during the peak hours of examination week. Otherwise how could they find out what the work was about and ask intelligent questions! But a general public is not so expert in reconstructing a chapter from its concluding paragraph, and it may occasionally find such conclusions repetitious and too didactic.

None the less it is rare to find a thesis that has been made into a book that is so readable and useful. May we have more like it! The subject is covered adequately and sanely and is sufficiently scholarly without being unduly pedantic. On all the really essential aspects of Dumas' activity the author's treatment is substantial and his judgment sound. Dumas' life, his Social Dramas, his Thesis Plays, his realism, moralism, and symbolism are thoroughly treated. The chapter on Plays written in Collaboration is an example of information which is not usually available elsewhere. There are several such meritorious features.

Perhaps less certain—and probably due again to the thesis demands—is the value of a whole chapter on the influence of other writers on Dumas. Similarities to Corneille, Beaumarchais, and Sardou are not necessarily significant. Resemblances are not influences. To be just, the author does not really assert that they are; and they might have been omitted. Dumas père, Scribe, and Balzac are all that are needed to explain the younger Dumas, and even these Dumas seems to have sensed rather than consciously studied or known thoroughly.

The last chapter dealing with the influence of Dumas on his contemporaries and successors is the one that might well be extended. This influence is, of course, his greatest importance, and makes him one of the chief forces of the Modern Theater. However, the author can hardly be reproached for the brevity of this part. To perform the task adequately would mean the treatment of nearly all the Realistic playwrights since Dumas' time, and such discussions belong more naturally with these beneficiaries of Dumas' discoveries. It is worth while to have published in this country a work that makes clear the source of so many modern or recent dramatic forms.

HUGH A. SMITH

University of Wisconsin

RACINE. *Esther*. Tragédie. Nouvelle édition. Avec une Méthode suivie de Lecture expliquée. Avec un Commentaire classé, simplifié et modernisé. (51 Illustrations documentaires.) Par Alphonse Dieuzeide. Professeur agrégé au Lycée Henri IV. Paris: Henri Didier, 1927. 232 pages.

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These two most recent volumes in the well-known series *La Littérature Française Illustrée* (Collection moderne de Classiques) published under the general editorship of M. Paul Crouzet, Inspecteur de l'Académie de Paris, fully measure up, in editorial

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equipment, to the preceding volumes in the collection. The critical apparatus is amazingly abundant. The pre-text matter consists of a Preface by the General Editor, in which he sets forth the aims and purposes of the series, by a "Notice biographique et littéraire" on Racine, likewise written in both volumes by M. Crouzet, a "Notice" on the play itself, an "Exemple de Lecture expliquée," and a study on the sources of each play accompanied for *Esther* by the Vulgate text of the biblical story supplemented by the Septuagint additions and for *Les Plaideurs* by a critical analysis of the *Wasps* by Aristophanes, which served Racine as a basis for his comedy.

The text itself is accompanied by "notes d'explication," which are so full that they occupy, on an average, the lower half of the page. The edition of *Esther* contains in addition an Appendix, which brings two contrasting opinions of the play by prominent contemporaries.

Last but not least, mention should be made of the great number of beautiful illustrations scattered throughout the texts so as to furnish the student additional aid in the understanding of the plays. It is a sign of the progress of the teaching of French in our country that this excellent series of texts, in comparison with which most of the American school editions appear as nursery books, is gradually being introduced into our colleges, principally in the East.

MAXIMILIAN RUDWIN

Baker University

GERSTÄCKER, F. *Germelshausen*, edited (1) by B. C. Straube. Bruce Publishing Company, Milwaukee. (2) by Carl F. Schreiber and Erich Hofacker. Alfred A. Knopf 1927.

The year 1927 has brought us two new editions of Gerstäcker's famous old tale *Germelshausen*. It is built up around the old belief in sunken cities and villages and gives a most charming and realistic picture of German village life in its medieval and modern aspects.

Mr. Straube has done a painstaking piece of work in his elaborate *Wort- und Inhaltserklärungen* and in the *Inhaltsfragen*, the purpose of which is to provide opportunity for oral work in German on the text. The *Übungen* furnish a good review of elementary grammar and syntax. The book appears in a handsome red cloth binding and the text has been illustrated by J. Gielen.

In their preface, the editors of the Knopf edition emphasize the new spirit of approach to the exercises which in their opinion, aside from the interest in the story itself, will make the inevitable grammar drill more palatable and less disliked by the average student. As to the *Questions and Exercises*, the questions are in

English, but they are so constructed that they stimulate a more careful and searching perusal of the text. The student is compelled to gather the answer from the different parts of the text. *The written review* consists of the connected narrative of the story retold in a simple fashion, great care being exercised that the used vocabulary be found in the assigned lesson. The *Inhaltsfragen* are rather difficult; they will require home preparation. In comparison with Straube's edition the explanatory notes on the text are very brief. Lastly, the editors have very commendably called attention to the similarity between certain incidents in Germelshausen and Edgar A. Poe's "The Masque of the Red Death."

THEODORE GEISSENDOERFER.

University of Illinois

BARKER, MARIE L., *A Handbook of German Intonation*. 102 pp. Appleton 1926.

Speech is a form of music, and like music it is affected by three factors: speed, stress, and pitch. The first two factors have long been recognized and studied, but the latter has been slow in finding recognition. Nevertheless, the musical intonation of our speech is frequently a vital factor in the understanding of it; and a few experiments with essentially meaningless particles, such as "h'm" or "oh," will show that tunes can convey definite meanings, sometimes quite subtly distinguished. Moreover, the student of phonetics soon comes to realize that part of the difficulty of mastering a foreign tongue is that of grasping and reproducing not only the single words, or even the words in given combinations, but also the characteristic tunes to which they are sung in normal speech.

It is Miss Barker's merit to have been the first English-speaking scholar to produce a text-book which should aid the student of German in dealing with this particular problem, and the skill with which the task has been accomplished is worthy of high praise. The body of the volume consists of selected passages of prose and verse—all intrinsically interesting—which have been analyzed with respect to their intonation, the notations resulting from the dictaphone recording of actual recitation by native Germans. In addition, there are general remarks on the principles of German intonation, on the differences between German and English speech-melody, etc., and a clever device is the preparation of an appendix containing a passage of English prose as read by a native German, to show the odd sound of German speech-tunes as applied to the student's own tongue. In short, the book leaves nothing to be desired from the pedagogical standpoint.

The reviewer regrets that the sources of the prose quotations were not given, as was done in the case of the verse selections.

There are two forms of notation used in the book, one in the form of dots above and below a median line, the other utilizing three positions of the words themselves with respect to a basic line. While the former method is capable of greater precision, I feel that the latter works out better for the prose selections, and would perhaps even be preferable for the verse passages.

Disarming is the statement on p. 6, "There are, naturally, many possible ways of reading the following passages." Nevertheless, there are certain general principles involved in all German intonation, and in some instances I feel quite certain that the recording does violence to them. In the prose passages, for instance, there are "tone-groups" (i.e., Klinghardt's *Sprechakte*) of such inordinate length that only the most practised speaker could handle them as units, e.g. (p. 25) "Solange das Recht sich auf den Angriff von seiten des Unrechts gefasst halten muss—." The student will certainly have to break up this phrase in order to practice it, and the divisions might better have been indicated in advance.

More serious are some questionable readings of the verse selections. The errors are of two kinds: errors in stress and errors in intonation. As an example of the former, I may cite tone-group 51 on p. 77: "Wo ist Herr Oluf, der Bräutigam mein?" Miss Barker reads:

Wo ist Herr ^o-luf, der Bräutigam ^{mein}?"

Surely Bräutigam must have a stress and a higher pitch. On p. 79, the word *Geschreckt* (W. Tell, l. 2573) is given a strong stress on the first syllable, a weak stress on the second. Similarly, both the stress and intonation of line 2568 is erroneous.

As example of faulty intonation, I will cite only the following lines from Goethe's "Prometheus:"

Wer half mir
wider der Titanen Übermut?
Wer rettete vom Tode mich,
von Sklaverei?

Miss Barker reads the last three lines with a high tone on the last syllable, not realizing that certain types of question, particularly those beginning with an interrogative word, have a descending tune, and that these two questions belong to that group.

These examples could easily be added to, but it is not my intention to stress the book's faults, but rather to indicate that it can most profitably be used when the teacher is at hand to interpret and if necessary correct it. Used under guidance, it can undoubtedly give the student a very good and thorough understanding of German intonation, and it should be in the hands of

every teacher who wants his students to acquire a really impeccable pronunciation.

B. Q. MORGAN

University of Wisconsin

S. L. MILLARD ROSENBERG. *Libro de Lectura*. Selecciones de D. Manuel Romero de Terreros (Marqués de San Francisco). Edited with Introduction, Notes, and Vocabulary. New York, Longmans Green and Co., 1927. vii, 126 pp. (76 pp. text).

This book of selections from the work of the Marqués de San Francisco, a friend of the editor, is carefully developed in vocabulary, notes, and introduction. Everything is made as simple and concise as possible, and much of the apparatus usually accompanying such texts—replacement exercises, *cuestionarios*, composition—is sedulously avoided. Professor Millard Rosenberg explains in his *Preface* that he does not believe in such helps, as he feels that “the average elementary reader for colleges is too elementary, that the selections are too facile, the vocabularies too elaborate, the grammatical notes too profuse,—as if a grammar were non-existent . . . that, in short, something should be left to the initiative of the student, and the teacher back of the text-book.”

The reviewer confesses to a mixed emotion on reading this. The whole question of how much help to give the student is decidedly vexing, and those who refuse help in one direction frequently give too much in another. For example, if *cuestionarios*—from which I have known excellent results to be derived by conscientious teachers—are to be omitted, why should continual help be given in simple translations such as *atados de pies y manos*, “bound hand and foot,” *aquel vuestro companero*, “that companion of yours,” *cosa del otromundo*, “something very unusual?” Translations indeed make up most of the editor’s notes, though it would seem entirely reasonable to relegate many to the vocabulary. As to the matter of grammatical notes, no doubt the older texts have erred somewhat in expecting students to be interested in such impersonal and sensationless material, but it must be admitted that for the average student who is reading a text, grammars are truly “non-existent,” since it has always been the exceptional student who would diligently search through his grammar to find an explanation of obscure subjunctives, let us say, or of any other obscure grammatical use. Besides, he would probably find nothing definitely applying to his case if he looked it up. Thus, a reasonable amount of grammatical material seems not merely desirable but imperative in elementary texts, and the only problem is to decide what is “reasonable.” In the present instance somewhat more

explanation would have taken little room, and would have helped the better students considerably. On the whole, however, we have here a delicately written series of short stories and plays which, while by no means vitalizing the study of Spanish, will interest all students capable of appreciating an admirable style, gentle humor, and a folk-tale atmosphere.

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MARTÍNEZ SIERRA, *Sueño de una Noche de Agosto*, edited with introduction, notes, and vocabulary by May Gardner and Arthur L. Owen. XXV+171 pp. Henry Holt & Co. 1926. 1 p. of preface, 19 pp. of introduction, 110 pp. of text, 6 pp. of notes, and 53 pp. of vocabulary.

This play in prose by Martínez Sierra has been edited for the use of students in their second college semester or second high school year of Spanish study. It is quite suitable for such students, as it presents no difficulties of idiom or vocabulary that they are likely to find insurmountable. The style is unaffected and colloquial, while the vocabulary is that of every-day conversation among cultured people. The glimpses of contemporary Spanish manners and thought afforded by this charming story of a young feminist who sacrifices her ideas of revolt against conventions and of economic independence for the sake of an old-fashioned romance and marriage will surely prove to be of interest for American students. The qualities of style and sentiment which have made Martínez Sierra a favorite on the American stage should make him popular in the class-room also.

The introduction is not accompanied by a bibliography of the author's works. Such an omission is pardonable, however, in a text intended for immature students. In other respects the introduction is excellent. It is written in a very readable style and gives the student a clear idea of Martínez Sierra's place in literature and the relation of the present play to his other works.

The notes are brief, but apt and clearly worded. There is one grammatical note, however, which seems to require some clarification. It reads as follows: "83.—1. *daba—daría*. The imperfect indicative may appear in either or both clauses of the unreal condition." The sentence thus commented upon is the following: "*¡Lo que es si fuera yo, mañana mismo te daba la absoluta!*" As the imperfect indicative is not found in the protasis of this sentence, the note seems irrelevant. The sentence in question appears to be only another example of the substitution of the imperfect indicative for the conditional. Several examples of this and also of the substitution of the present indicative for the future are to be found in the present text. In fact, colloquial

Spanish tends toward the usage now current in Portuguese, which is stated by Viana as follows: "*Le futur et le conditionnel sont rarement employés dans la conversation, ou, même en écrivant, dans le style ordinaire; ils sont remplacés par le présent et l'imparfait de l'indicatif.*" (A.D.R.G. Viana, *Portugais*, par. 192). With regard to the substitution of the imperfect indicative for the conditional, Bello has this note: "*Este uso del copretérito—imperfect—de indicativo no ocurre a menudo; pero usado con oportunidad es enfático y elegante.*" (Gramática, 10th ed., par. 695.) If the editors' note is to be taken as sanctioning the use of the imperfect indicative in the protasis of the sentence under discussion, some examples of this usage taken from this play would seem to be called for. Examples of the use of the imperfect indicative in the protasis of an hypothetical condition are given by Ramsey (Text-Book, par. 968) and by Bello (Gramática, 10th ed., par. 474 and 665). In all the examples cited by them, however, the condition is subordinated to some expression denoting past time. In other words, a condition of the type: protasis with *si* and the present indicative or the future subjunctive, apodosis with the future indicative, when subordinated to an expression denoting past time, is converted, by sequence of tenses, into a condition of the type: protasis with *si* and the imperfect of either the indicative or the subjunctive, apodosis with the conditional. If Martínez Sierra varies from the current usage, as stated by these two authorities, the fact should be noted.

The vocabulary fully compensates for the meagerness of the notes. In the vocabulary are to be found all the idioms which are likely to present any difficulty. Only one omission has been noticed; viz., the word *cera*, found on page 55, line 12, of the text. The definition of *continental* is hardly sufficient. The special delivery service referred to is not rendered by the post office department but by a private concern, the firm name of which contains the word *continental*. The definition of *absoluta* would be clearer if the phrase *dar la absoluta* were rendered by some such colloquial expression as "turn down."

Only a few misprints have been noted in the text. They are as follows: page 25, line 14—*ralámpago* for *relámpago*; page 55, line 22—*Farmacía* for *Farmacia*; page 101, line 5—*APARECIDE* for *APARECIDO*. The words at the end of a line are not always divided as they would be in a book printed in Spain; for instance, page 12, lines 6-7, *nos-otras*; page 18, lines 29-30, *incon-scientemente*; page 30, lines 24-25, *ob-scuras*.

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WACKER, G.: *Spanisches Lesebuch zur Einführung in die Kultur Spaniens*. Leipzig-Berlin, Teubner, 1927. XVI and 131 pp. Wörterverzeichnis. 57 pp.

Reading this title, somebody might ask: What interest has a foreign publication for us? Have we not enough Spanish Readers in this country? Are not our American text-books of Spanish of the highest type?—This is certainly true. Yet there is always room for improvement, and a side-glance at Spanish text-book-making in another country should prove useful. Moreover, the present publication has a claim to special attention on account of the fact that an edition for English-speaking students is in preparation (in England).

All modern Readers try to give an introduction to Spanish (or Spanish-American) life. But the way in which this book does it is new. "Not Spanish *Realia*, but Spanish civilization" might be its slogan. Looking at the table of contents, one might be inclined to believe that the new outlook is more pretentious than real. The titles of the sections sound like *Realia* under a thin disguise, and finding the inevitable description of a bull-fight and a chapter on gipsies the reviewer is almost afraid of being confronted once more with the old conception of romantic, but decadent Spain—a conception which is everywhere pronounced dead, but proves its vitality just the same by secretly influencing the selection of materials in so many Readers. The introduction, however, reassures us that the author has really taken the step forward from *Realienkunde* to *Kulturkunde*, that is from the patchwork of details concerning the life of a nation to the illustration of the national spirit pervading every aspect of its civilization.

The edition as it stands before us is a convincing proof of the fruitfulness of the method. Though only recent writers, from Juan Valera down to Juan Ramón Jiménez and José Ortega y Gasset, are represented, the editor succeeds in giving the student a well-rounded picture of the present and the past, city life and rural life, the customs of the people and the prejudices of nobility, Andalusian agility and Northern sternness, stagnation and decay side by side with economic progress and intellectual refinement. But all these aspects—and that is the decisive new feature—appear only as so many different manifestations of the one Spanish soul, clearly brought out in all the charm and attractiveness it has in spite of all its shortcomings and contradictions: idealism and realism, faith and superstition, fatalism and resignation, spirit of enterprise and vanity, pride and sensitiveness, self-confidence and sarcasm, etc.

He who has experienced how hard it is to find illustrative passages of this kind which bring out the essential features, have a convenient length, and are suitable even when detached from

their context, must also admire the high esthetic qualities of this Reader. There is hardly a chapter that does not have literary value and merits of style. The author avoids the danger of including too many merely didactic units. Some few belong to the essay type; a great number are lively descriptions of scenery or character—a *genre* in which the Spaniards excel; the majority convey the desirable information along with plots and actions that are fascinating even for less mature minds. And striving to grasp the spirit of Spain which pervades all the selections, the student finds at the end that he has incidentally acquired a considerable amount of detailed information—all those *Realia* that are too often put before him like a long row of ciphers without a preceding figure that makes them valuable.

Very interesting, from this point of view, are the *notes*. There is not a single grammatical explanation or help for translation. You do not find any dry facts which smack of the encyclopedia and hang around the text like the clothes of a scare-crow. Each note is like a parenthesis that is necessary to fully understand the locality, the situation, the action, the motives, the characters and the cultural aspects of the text. The notes to the single phases of the bull-fight, for instance, have in themselves something of the tension and quick progress of Blasco's masterly narration. The summary which ends each chapter leads the attention forward to the central problem of national civilization, in this case the typical individuality of the bull-fighter and the sociologically fascinating attitude of the spectators. Nowhere does attention to details interfere with the superior duty of interpreting the work of literature and of putting in relief the soul of Spain.

The teacher's skill is left to provide the necessary detailed explanations with regard to grammar, word-formation, etc. The book does not try to spare the teacher his responsibility. He has to decide also on the order in which to take up the chapters; arranged as they are according to inner principles, they are not graded as to difficulty. I think it would be a pedagogical mistake to use the book as a whole with beginners, as the author suggests, even though the completeness of the vocabulary might make it possible to do so. Many of the selections are too hard to be enjoyable and therefore profitable for beginners.

One of the most conspicuous, though not most important, features of the book is the unusually good quality of the pictures. They are not matter-of-fact views of the post card type, but highly artistic photographs. The majority of them were taken by Kurt Hielscher, who gained fame in Germany, and royal recognition in Spain, for his extraordinary collection of photographs called *Das unbekannte Spanien*.

It cannot be expected that this book, a fruit of very careful personal studies which the author made in Spain, should be

without shortcomings. The interpretation of the Spanish national character, rubricated as it is under a few catchwords, cannot escape the reproach of being incomplete and of seeming a little artificial at times. The pedagogical advantage of such simplification is, however, worth the price.—*Mordisquear* 14, 21 is not exactly *beissen*, but *knabbern*, to gnaw, to nibble. The form in *-ear* is, by the way, an instance of the increasing tendency to use verbs with that ending; the standard dictionaries have only the form *mordiscar*. The reviewer heard in a remote province of Costa Rica even the popular neologism *refresquearse* instead of *refrescarse*.—*La turbonada* 37, 24 is not simply *Sturmwind*, but *aguacero con viento fuerte*, and in the passage referred to rather the gush of rain than the wind is thought of.—Note to 90, 30: Salamanca is not in Castile, but in León.—Text, notes, and vocabulary are not without a considerable number of misprints. The *vocabulary* (bound as a separate booklet) has lacunae not in agreement with its general completeness. That the words are arranged in the order of their occurrence in the text, is a system which has just as many advantages as the alphabetical one; but reference to lines or at least pages seems to me indispensable. The principal defect, though a merely mechanical one, is that in the notes the references to the lines, sometimes even to the pages of the text are altogether unreliable; I counted 46 mistakes of this kind! Obviously this part was composed hastily; but that defect can be easily corrected in a second edition, which I am confident will be necessary very soon; for this Reader certainly deserves a wide popularity.

Production of Readers will go on. Spanish text-books in this country are outstanding for their quick adoption of all sound modern pedagogical principles. This glance at a foreign publication suggests increased emphasis on at least one point: That Readers on a foreign civilization should stress its really essential features rather than picturesque details and statistical facts. That gives them at the same time a greater esthetic unity, which cannot fail to bear fruit from the pedagogical point of view.

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W. LEOPOLD

Books Received

FRENCH

LEVI MINTZ, *Reading, Writing and Speaking French*. Preface, pp. v-xv; Text, pp. 3-301 (Anecdotes, Fairy Tales, Dialogues, Letters, Short Stories, Long Stories, History, Poems and Fables); Vocabulary, pp. 303-344. Holt 1927. Price \$1.40.

"The best results of reading can be obtained only if all kinds of exercises are based on the reading texts: exercises in speaking, in vocabulary building, in grammatical construction and idiomatic expression. The words of the text—at least fifteen or twenty of each lesson—*must* be learned in such a way as to enable the pupil to give the equivalent of a foreign word in English and vice versa, the rules of grammar not merely learned and recited by rote but applied in translation of numerous sentences from the native tongue into the foreign language, the idioms not only studied but used in all sorts of combinations."

MOLIÈRE, *Le Misanthrope*. Edited with Introduction, Notes, and Vocabulary by Thomas Edward Oliver. Introduction, pp. vii-liv; Bibliography, pp. lv-lvii; Text, pp. 1-114; Notes, pp. 115-205; Vocabulary, pp. 207-273.

A new, scholarly edition of Molière's immortal masterpiece.

R. B. M.

GERMAN

BARKER, MARIE L., *A Handbook of German Intonation*. Preface, pp. vii-viii, Introduction, pp. 1-7, Prose extracts, pp. 8-69, Verse (with introductory notes), pp. 70-87, Appendices, pp. 88-95, Additional unmarked prose passages for practice, pp. 96-102. Appleton 1926.

"This handbook . . . is the outcome of several months' practical research work in Germany. . . . In this book . . . , I have attempted . . . , (1) to record . . . the fundamental principles of German intonation, (2) to indicate graphically the trend of German intonation in certain continuous texts, thereby training the student to form the habit of intoning German correctly."

B. Q. M.

SPANISH

COMFORT, MARY C. AND BLAKE, ANNA M. *Comedias placenteras*. Introduction, pp. 7-8; text, pp. 11-163; suggestions for club work, club exercises, pp. 167-176; list of music, with prices, pp. 179-181; vocabulary, pp. 185-216. Paper. Published by the authors (Roosevelt High School, St. Louis, Mo.), 1927.

A collection of sixteen original short plays, some in Spanish and some partly in Spanish and partly in English, intended for students in high schools. Ideas for work with Spanish clubs, games, etc.

ESPINA, CONCHA. *Talín y otros cuentos*. Edited by S. L. Millard Rosenberg and Marion A. Zeitlin. Introduction, pp. xi-xix; bibliography, pp. xxi-xxii; text, pp. 3-110; notes, pp. 113-127; vocabulary, pp. 130-193. Ill. Knopf, 1927.

Pioneer edition of the eminent Spanish authoress, suitable

for advanced classes. Besides *Talín* (from *Ruecas de marfil*) the editors have included 26 short stories from the collections *Cuentos* and *Pastorelas*, revealing Concha Espina as a master of the short story. Good introduction, useful bibliography, notes and vocabulary adapted to the needs of advanced students.

ESPINOSA, AURELIO M. *Easy Spanish Conversation*. Text, pp. 1-66; vocabulary, pp. 67-90. Sanborn, 1927.

Abundant material for conversation, consisting of anecdotes, brief stories, enigmas and jokes, intended for use in second-year high school or second-semester college classes. No English-Spanish exercises, but considerable material for oral work in Spanish, with review of verb-forms and constructions and special attention to idioms, with which the texts are replete.

ESPINOSA, AURELIO M. *Lecciones de literatura española*. Text, pp. 1-141; vocabulary, pp. 143-188. Ill. Stanford University Press, 1927.

A cultural reader for second-year college or second or third-year high school classes, providing a brief outline of the history of Spanish literature, attractively written and illustrated. *Cuestionarios* at the end of each chapter. Prepared for students who "for the most part will never study Spanish literature," it makes no pretense to completeness, but does give a satisfactory picture of the sort intended. A desirable addition to available texts. (First publication of the "Stanford Spanish Series," of which Professor Espinosa is general editor.)

ESPINOSA, AURELIO M. AND KELLEY, TRUMAN L. *Stanford Spanish Tests*. Stanford University Press, 1927.

Achievement and placement tests in three sets: Part I, Grammar; Part II, Vocabulary; Part III, Paragraph meaning (Reading). Alternative forms, A and B, are supplied. Instructions and scoring keys for both forms and norms for the various levels in high school and college accompany the tests. Sentence meaning and pronunciation tests are in preparation.

LARRA, MARIANO JOSÉ de. *No más mostrador*. Edited by Patricio Gimeno and Kenneth C. Kaufman. Biographical note, pp. vii-x; text, pp. 1-79; notes, pp. 81-95; exercises, pp. 97-123; vocabulary, pp. 124-172. Heath, 1927.

Five-act comedy of manners by the famous *costumbrista*, capably edited and suitable for second-year high school or second-semester college. Good notes and complete vocabulary. Abundant exercises. Spanish equivalents of difficult phrases and idioms are given in footnotes and later used in exercises. Especially desirable because of the paucity of texts from the Romantic Period.

MARCIAL DORADO, CAROLINA. *Chispitas*. Text, pp. 1-132; songs (words and music), pp. 133-157; notes, pp. 159-168; exercises, pp. 169-191; vocabulary, pp. 193-226. Ill. Ginn, 1927.

Six original short plays for first-year classes, written in simple Spanish, but idiomatic and colloquial. Suitable for reading and presentation. Profusely and attractively illustrated. Some 20 Spanish songs are included.

MARQUINA, EDUARDO. *La Morisca*. Edited by Ruth Lansing and Milagros de Alda. Introduction, pp. v-xii; note on versification, pp. xii-xvii; bibliography, p. xviii; text, pp. 1-37; notes, pp. 39-43; exercises, pp. 45-54; vocabulary, pp. 55-74. Winston, 1927.

Appealing one-act lyrical drama by a recognized master of the historical play in verse. Well edited.

MATIENZO, CARLOTA AND CRANDON, LAURA B. *Leyendas de la Alhambra*. Text, pp. 3-130; exercises, pp. 131-183; vocabularies, pp. 185-270. Ill. Ginn, 1927.

A number of the "Tales of the Alhambra" made famous by Washington Irving, with additional introductory and descriptive material, suitable for quick reproduction by pupils. Unusually full and good exercises for oral and written work. Helpful hints for teachers and "daily reminders" for students.

RIVA PALACIO, VICENTE AND PEZA, JUAN DE DIOS. *Tradiciones y leyendas mexicanas*. Edited by Manuel Romero de Terreros (Marqués de San Francisco) and S. L. Millard Rosenberg. Preface, pp. iii-v; historical introduction, pp. vii-xv; note on versification, p. xvii; biographical and bibliographical notes, pp. xxi-xxvi; text, pp. 1-92; notes, pp. 93-102; vocabulary, pp. 105-172. Thomas Nelson and Sons, 1927.

Six verse *leyendas* from Mexico in the tradition of the *Romances históricos* of the Duque de Rivas, written in collaboration by the diplomat Riva Palacio and the poet Peza, one of the most beloved of Mexican men of letters. Capably edited, with due attention to historical and literary background.

ROMERO DE TERREROS, MANUEL (Marqués de San Francisco). *Libro de lectura (Selecciones)*. Edited by S. L. Millard Rosenberg. Text, pp. 1-78; notes, pp. 81-91; vocabulary, pp. 95-126. Longmans, Green, 1927.

A selection from the works of Romero de Terreros, consisting of *historietas*, anecdotes, short stories, legends, a *romance*, and three short plays, edited by his friend and co-worker Professor Millard Rosenberg. Suitable for first-year college work.

SÁNCHEZ, FLORENCIO. *La Gringa*. Edited by John T. Lister and Ruth Richardson. Introduction, pp. vii-xvii; text, pp. 1-69; exercises, pp. 73-90; notes, pp. 91-105; vocabulary, pp. 109-142. Knopf, 1927.

The only Spanish-American drama so far made available for American students. A four-act masterpiece built around the amalgamation of *gaucho* and Italian immigrant in Argentina. Scholarly editing. For second-year college and third or fourth-year high school classes.

TORRES, ARTURO. *Essentials of Spanish*. Text, pp. 1-321; appendices, pp. 323-357; vocabularies, pp. 359-408; index, pp. 409-414. Ill. Doubleday, Page, 1927.

Attractive, well-balanced, accurate first-year book by the brilliant editor of *El Eco*. Extraordinarily full treatment of pronunciation, with adequate use of phonetics. Vocabulary and idioms scientifically selected on a frequency basis. Full and varied exercises. Emphasis on everyday material. Frequent review lessons. An attractive book mechanically as well as in content. H.G.D.